BULLETIN

# The Undergraduate Schools 2005–2006

Wake Forest University

Wake Forest University is committed to administer all educational and employment activities without discrimination because of race, color, religion, national origin, age, sex, veteran status, or disability status, as required by law. In addition, Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression, does not control the policies of persons or entities not affiliated with Wake Forest, and does not extend benefits beyond those provided under other policies of Wake Forest. The University has adopted a procedure for the purpose of resolving discrimination complaints. Inquiries or concerns should be directed to: Reynolda Campus, 336.758.4814; Bowman Gray Campus, 336.716.6123. Individuals with disabilities or special print-related needs may contact the Learning Assistance Center at 336.758.5929 or lacenter@wfu.edu for more information.

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# THE UNDERGRADUATE SCHOOLS

# Wake Forest College

*and The Wayne Calloway School of Business and Accountancy*

## ANNOUNCEMENTS FOR 2005/2006

## www.wfu.edu

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# *The Academic Calendar*

## Fall Semester 2005

| | | |
|---|---|---|
| August 18 | Thursday | Move-in day for new students* |
| August 19-23 | Friday-Tuesday | Orientation for new students |
| August 20 | Saturday | Residence halls open for returning students* |
| August 21 | Sunday | Residence halls open for returning students* |
| August 22-23 | Monday-Tuesday | Check in/Registration |
| August 24 | Wednesday | Classes begin |
| September | (date to be announced) | Opening Convocation |
| September 7 | Wednesday | Last day to add courses** |
| September 28 | Wednesday | Last day to drop courses** |
| October 12 | Wednesday | Midterm grades due |
| October 14 | Friday | Fall break |
| November 23-27 | Wednesday-Sunday | Thanksgiving holiday* |
| November 28 | Monday | Classes resume |
| December 2 | Friday | Classes end |
| December 5-10 | Monday-Saturday | Examinations |
| December 10 | Saturday | All residence halls close at 7 p.m.* |
| Dec. 11-Jan. 8 | Sunday-Sunday | Winter recess |

## Spring Semester 2006

| | | |
|---|---|---|
| January 7 | Saturday | Residence halls open* |
| January 8 | Sunday | Orientation for new students<br>Residence halls open* |
| January 9 | Monday | Check in/Registration |
| January 10 | Tuesday | Classes begin |
| January 16 | Monday | Martin Luther King Jr. Day—no classes |
| January 25 | Wednesday | Last day to add courses** |
| February | (date to be announced) | Founders' Day Convocation |
| February 15 | Wednesday | Last day to drop courses** |
| March 3 | Friday | Midterm grades due |
| March 4-12 | Saturday-Sunday | Spring break* |
| March 13 | Monday | Classes resume |
| April 14 | Friday | Good Friday—no classes |
| April 26 | Wednesday | Classes end |
| April 27 | Thursday | Reading Day |
| April 28-29 | Friday-Saturday | Examinations |
| May 1-4 | Monday-Tuesday | Examinations* |
| May 14 | Sunday | Baccalaureate |
| May 15 | Monday | Commencement* |

* *Consult Residence Life and Housing for schedule of opening and closing times.*

** *For courses taught in less than the full term's duration (e.g., 7.5 week classes), proportional drop and add deadlines will be in effect.*

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# *The University*

WAKE FOREST UNIVERSITY IS CHARACTERIZED BY ITS DEVOTION TO LIBERAL LEARNING AND PROFESSIONAL PREPARATION FOR MEN AND WOMEN, ITS STRONG SENSE OF COMMUNITY AND FELLOWSHIP, AND ITS ENCOURAGEMENT OF FREE INQUIRY AND EXPRESSION.

Wake Forest Institute was founded in 1834 by the Baptist State Convention of North Carolina. The school opened its doors on February 3 with Samuel Wait as principal. Classes were first held in a farmhouse on the Calvin Jones plantation in Wake County, North Carolina, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894, followed by a two-year medical school in 1902. Wake Forest was exclusively a college for men until World War II, when women were admitted for the first time.

In 1941 the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine. In 1946 the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem. The late Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the campus and building funds were received from many sources. From 1952 to 1956, the first fourteen buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or "old" campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a University in 1967. The School of Business Administration, first established in 1948, was named the Charles H. Babcock School of Business Administration in 1969 and admitted its first graduate students in 1971. In 1972 the school enrolled only graduate students and the name was changed to the Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980 the Department of Business and Accountancy was reconstituted as the School of Business and Accountancy; the name was changed to the Wayne Calloway School of Business and Accountancy in 1995.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses. In 1997 the medical school was renamed the Wake Forest University School of Medicine; its campus is now known as the Bowman Gray Campus. The Divinity School was established in 1999.

Wake Forest honors its Baptist heritage in word and deed. The University will fulfill the opportunities for service arising out of that heritage. Governance is now by an independent Board of Trustees; there are advisory boards of visitors for the College and each professional school. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible

for Wake Forest University Baptist Medical Center, which includes the hospital and the medical school.

The College, Wayne Calloway School of Business and Accountancy, Babcock Graduate School of Management, School of Law, the Graduate School, and the Divinity School are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is about four miles away, near the city's downtown. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The Wayne Calloway School of Business and Accountancy offers courses of study leading to baccalaureate degrees in business, finance, or mathematical business (in cooperation with the Department of Mathematics); and a combination baccalaureate and master of science degree in accountancy through the Graduate School of Arts and Sciences of the University. The Divinity School offers the master of divinity degree. The School of Law offers the juris doctor and master of laws in American law degrees, and the Babcock Graduate School of Management, the master of business administration degree. Both schools also offer a joint JD/MBA degree. In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The School of Medicine and the Babcock School offer a joint MD/MBA program. The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics. The Graduate School also offers MD/PhD and PhD/MBA programs.

## Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, Reynolda Gardens, and Reynolda House, Museum of American Art, is adjacent to the campus. The Graylyn International Conference Center is nearby.

*Wait Chapel*, named in memory of the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlisle Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Religion, the Divinity School, and the offices of the University chaplain and Wake Forest Baptist Church.

*Reynolda Hall*, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, it has reading and reference rooms for study. *Carswell Hall* houses the Departments of Communication, Economics, and Sociology, and a large multimedia lecture area, the Annenberg Forum.

*Winston Hall* houses the biology department; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* houses the physics department. *Harold W. Tribble*

*Hall* accommodates primarily humanities departments and the women's and gender studies program, and has seminar rooms, a philosophy library, and a multimedia lecture area, DeTamble Auditorium. The *Museum of Anthropology* houses the anthropology department and North Carolina's only museum dedicated to the study of world cultures. The Wayne Calloway School of Business and Accountancy is located in *Kirby Hall*, and the Departments of Mathematics and Computer Science are in adjacent *West Hall*. *William B. Greene Jr. Hall* houses psychology, German and Russian, and Romance languages.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama, and music. Off its lobby is the *Charlotte and Philip Hanes Gallery* for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *Worrell Professional Center for Law and Management* houses the School of Law and the Babcock Graduate School of Management under one roof.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and exercise science, courts for indoor sports, a swimming pool, and offices for the Department of Health and Exercise Science and Student Health Service. Adjacent are tennis courts, sports fields, *Kentner Stadium*, the *Manchester Athletic Center*, and the *Kenneth D. Miller Center*.

The *Information Systems Building* houses the information systems and military science departments, as well as a University Stores annex and a food service area.

The Wake Forest campus has a wide variety of housing options available to students. *Babcock Hall, Bostwick Hall, Collins Hall, Davis Hall, Efird Hall, Huffman Hall, Johnson Hall, Kitchin Hall, Luter Hall, Martin Hall, Palmer Hall, Piccolo Hall, Polo Hall, Poteat Hall*, the *Student Apartments*, and *Taylor Hall* are coeducational by floor, wing, or apartment. Substance-free living environments are available in some residence halls. Student housing is also available in the townhouse apartments and several small houses owned by the University. On the edge of the main campus are apartments for faculty and staff.

## Information Systems

Information Systems supports the instruction, research, and administrative needs of the Reynolda Campus of Wake Forest University. The campus computer network offers high-speed wired and wireless connectivity from all residence hall rooms, classrooms, offices, and most public areas.

Upon enrollment, all undergraduate students receive an IBM ThinkPad computer equipped with wireless connectivity and color printer. At the beginning of the junior year, students exchange the ThinkPad for a new model. Upon graduation, the ThinkPad and the printer become the property of the student.

These laptop computers contain a standard suite of powerful programs that allow students easy access to research and class materials and offer the ability to interact with faculty, staff, and other

students through the campus network. Software programs include Microsoft Office and e-mail and Internet applications like Mozilla and Macromedia Dreamweaver. A large variety of instructional, classroom, and research resources are also available on the ThinkPad. These include the online catalog, databases, and electronic journals provided by the Z. Smith Reynolds Library.

Information Systems maintains an extensive array of online information systems that support University admissions, student registration, grade processing, payroll administration, accounting services, and many other administrative and academic applications. In addition, the Wake Forest Information Network (WIN) provides the University community with features like faculty, staff, and student directories; an alumni directory and career networking service; online class registration; and vehicle registration.

Students also have access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is also a member of EDUCAUSE, a national consortium of colleges and universities concerned with computing issues.

The University has an extensive collection of computing facilities serving both academic and business needs. An HP 3000/979 and 3000/969 along with 12 LINUX servers and 20 Windows-based servers provide for business computing needs and services. A mix of 47 LINUX and AIX systems and 30 Windows-based systems provide for messaging, systems management, Internet, intranet, courseware, various research needs, and file and print services. A 128-node LINUX supercomputing cluster provides supercomputing services for math, computer science, physics, and other scientific research applications. These systems are available to students, faculty, and staff 24 hours a day through the Wake Forest University network or ISP connectivity. All connections are protected by VPN and firewalls.

Wake Forest's network infrastructure includes a gigabit Ethernet backbone, 100 megabit switched connectivity to the desktop, and pervasive, 802.11a/g wireless connectivity in all classrooms and residence halls and most other campus buildings. Wake Forest has a gigabit Ethernet connection to the Winston-Salem RPOP (regional point of presence) for Internet access. This RPOP connects the University to the North Carolina Research and Education Network (NCREN), the Internet service provider for the majority of North Carolina colleges and universities. Through this connection, Wake Forest has access to additional extensive supercomputing facilities located throughout the state of North Carolina as well as access to all the premiere research networks in the world, including Internet II, Abilene, and the VBNS (Very high performance Backbone Network Service). Wake Forest works closely with NCREN on other advanced network and Internet technologies.

Information Systems also provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided as part of the housing package. Students who reside in campus housing receive personal security codes for dialing long-distance calls, which are billed to them each month.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channels 2 and 6 are Wake Forest

University information channels, which provide information, a calendar of campus events, and student-oriented programming. Channels 20 and 22 carry SCOLA and SCOLA2, nonprofit educational services that feature television programming from more than 50 different countries in their original languages. For the complete CATV lineup, visit www.wfu.edu/technology/telecom/multimedia/cabletv/lineup04.html.

Information Systems provides assistance by telephone at xHELP (x4357) and supports walk-in customers in room 256 of the Information Systems Building from 8 a.m. until 9 p.m. Monday through Thursday; 8 a.m. until 5 p.m. on Friday; and 5 p.m. until 9 p.m. on Sunday. A voice mail retrieval system is activated on weekends and during holiday breaks to respond to emergency calls. On-site computing support in the residence halls is available from Resident Technology Advisors (xRTAS). In addition, students have 24-hour access to online support resources at http://sos.wfu.edu.

## Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of College and Research Libraries, and in the Association of Southeastern Research Libraries. They rank among the top libraries in the Southeast in expenditures per student.

The Wake Forest University libraries include the Z. Smith Reynolds Library, the Professional Center Library (serving the Law School and the Babcock Graduate School of Management), and the Coy C. Carpenter Library of the Wake Forest University School of Medicine. The three libraries maintain collections totaling over 1.7 million print volumes and subscriptions to more than 16,000 periodicals and serials, largely of scholarly content. The Z. Smith Reynolds Library holds over 1.4 million volumes in the general collection, over 1 million reels of microfilm and pieces of microtext, and expanding media collections. As a congressionally-designated selective federal depository and depository of North Carolina government information, the Z. Smith Reynolds Library holds nearly 170,000 government documents. The Professional Center Library holds over 200,000 volumes and is open to undergraduates with research needs for its collection. The Coy C. Carpenter Library holds over 150,000 volumes.

The Wake Forest libraries share an online catalog that also provides access to electronic resources, databases, and an ever-increasing collection of electronic journals, all accessible via the campus network and remotely.

The Z. Smith Reynolds Library provides comprehensive reference and research services including assistance with directed and independent research and online searching; discipline-related library instruction; information literacy classes; general library orientation; and tours. Reference tools are available in electronic and print formats. Library staff offer undergraduates a one-credit course, LIB100: Accessing Information in the 21st Century, which focuses on effective use of research strategies, search techniques, and evaluation of resources. Wake Forest students, faculty, and staff may use interlibrary loan services to borrow materials from other libraries throughout the country at no charge.

Special collections in the Z. Smith Reynolds Library include the Rare Books Collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, which emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among the collections are those of Mark Twain, Gertrude Stein, William Butler Yeats, and T. S. Eliot. There is also an extensive

Anglo-Irish literature collection. The Ethel Taylor Crittenden Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists, as well as a collection of the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. The Wake Forest College/ University Archive is maintained in this library as well. The Z. Smith Reynolds Library also houses a major collection on the Holocaust.

Facilities in the Z. Smith Reynolds Library include the Information Technology Center (ITC) which is equipped for multimedia viewing, editing, and scanning and has a computer lab for student use. Training in computer and multimedia technologies is available through the ITC. Several small group study rooms are located throughout the library and may be reserved. Two 24-hour study areas, one with a cyber café, are accessible by key-card after regular library hours. The entire library is equipped for wireless Internet access.

## Recognition and Accreditation

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. The Commission can be contacted at (404) 679-4501, 1866 Southern Lane, Decatur, Georgia 30033-4097 and http://www.sacscoc.org/. Inquiries should relate only to the accreditation status of the institution, and not to general admission information.

The Wake Forest University School of Medicine is a member of the Association of American Medical Colleges and is fully accredited by the Liaison Committee on Medical Education, the joint accrediting body of the Association of American Medical Colleges and the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the Wayne Calloway School of Business and Accountancy are accredited by the Association to Advance Collegiate Schools of Business. The Babcock Graduate School is also accredited by the European Foundation for Management Development. The program in counseling leading to the master of arts in education degree is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Divinity School has obtained associate membership in the Association of Theological Schools.

Wake Forest University is a member of many institutional organizations and associations at the national, regional, and statewide levels, including the following: the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction, and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of University administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities, and honor societies,

including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

## The Undergraduate schools

The undergraduate schools, Wake Forest College and the Wayne Calloway School of Business and Accountancy, are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools.

Wake Forest University is committed to administer all educational and employment activities without discrimination because of race, color, religion, national origin, age, sex, veteran status, handicapped status, or disability as required by law. The University has adopted a procedure for the purpose of resolving discrimination complaints. Inquiries or concerns should be directed to: Harold Holmes, dean of student services, at (336) 758-5226; Deborah L. Best, dean of the college, at (336) 758-5312; or Doris McLaughlin, assistant director of human resources, director of equal employment opportunity, and Title IX coordinator, at (336) 758-4814.

The Higher Education Act requires that institutions of higher education make available by October 15 of each year a copy of the Equity in Athletics Disclosure Act annual report to any student who requests one. Please contact the athletic department to request a copy of this document.

Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression, does not presume to control the policies of persons or entities not affiliated with Wake Forest, and does not extend benefits beyond those provided under other policies of Wake Forest.

WAKE FOREST COLLEGE IS THE UNDERGRADUATE SCHOOL OF ARTS AND SCIENCES OF WAKE FOREST UNIVERSITY. IT IS THE CENTER OF THE UNIVERSITY'S ACADEMIC LIFE; THROUGH IT, THE UNIVERSITY CARRIES ON THE TRADITION OF PREPARING MEN AND WOMEN FOR PERSONAL ENRICHMENT, ENLIGHTENED CITIZENSHIP, AND PROFESSIONAL LIFE.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

## Statement of Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: two undergraduate institutions, Wake Forest College and the Wayne Calloway School of Business and Accountancy; the Graduate School; and four professional schools: the School of Law, the Wake Forest University School of Medicine, the Babcock Graduate School of Management, and the Divinity School. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, Wake Forest is determined to chart its own course in the pursuit of its goals. As a coeducational institution, it seeks to "educate together" persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socioeconomic, and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of cocurricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

## Honor System

Wake Forest University upholds the ideals of honor and integrity. The Honor System is central to University life; its essence is a commitment by each person to do what is right and abide by community standards. Each student is pledged to be trustworthy in all matters, and a violation of that trust is an offense against the community as a whole. In the specific terms of the Honor Code, a student pledges in all phases of life not to cheat, plagiarize, engage in other

forms of academic misconduct, deceive, or steal. The strength of the Honor System derives from the commitment of each and every student to uphold its ideals.

The Honor System is jointly administered by the dean of student services, the associate dean/judicial officer, the Honor and Ethics Council, and the Judicial Council (see page 310). Complete details are available at the Office of the Dean of Student Services.

## Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, word processing equipment, microcomputers, minicomputers, mainframes, computer networks, computer peripherals, and software, whether used for administration, research, teaching, or other purposes. The policy extends to any use of University facilities to access computers elsewhere.

Wake Forest University provides each of its students and faculty with a computer and an e-mail account. Outside of the classroom, e-mail is an important means of communication between faculty, staff, and students. It is the responsibility of the student to regularly monitor his or her Wake Forest e-mail account for University communications.

**Basic Principles.** The University's computing resources are for instructional and research use by the students, faculty, and staff of Wake Forest University. Ethical standards that apply to other University activities (Honor and Ethics System, the Social Rules and Responsibilities, and all local, state, and federal laws) apply equally to use of campus computing facilities.

As in all aspects of University life, users of computing facilities should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing systems as they are in all other domains.

Use of campus facilities is restricted to authorized users. An "authorized user" is an individual who has been assigned a login ID and password by Information Systems staff (on any relevant system), or by an authorized agent. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are also responsible for reporting any activities that they believe to be in violation of this policy, just as students are responsible for reporting Honor and Ethics System violations.

Individuals should use these facilities:

- *in a manner consistent with the terms under which they were granted access to them;*
- *in a way that respects the rights and privacy of other users; so as not to interfere with or violate the normal, appropriate use of these facilities; and*
- *in a responsible and efficient manner.*

Abusive activities which are already covered under other University policies are to be handled in the same way, and by the same authorities, as if a computer had not been involved, following established guidelines.

**Systems Monitoring.** This statement serves as notice to all users of campus computing systems that regular monitoring of system activities may occur. Only designated staff of Information Systems have authorization to engage in systems monitoring.

**Privacy.** All individuals, including members of the Information Systems staff, should respect the privacy of other authorized

users. Thus they should respect the rights of other users to security of files, confidentiality of data, and the ownership of their own work. Nonetheless, in order to enforce the policies set out here, designated Information Systems staff are permitted to monitor activity on local computing systems.

In the event that staff should investigate a user, a record of the investigation shall be placed in a permanent file to be kept in Information Systems, beyond the standard log of all systems monitoring. This record shall state why the user was investigated, what files were examined, and the results of the investigation. Information Systems staff shall not reveal the contents of users' files, users' activities, or the record of investigations except in the following cases (and then only with the approval of the chief information officer or the provost):

- *Evidence of Honor and Ethics System or Social Rules and Regulations violations will be referred to the dean of the appropriate school, or to the dean of student services.*
- *Evidence of improper activities by University employees will be referred to the director of human resources or the appropriate University officers.*
- *Evidence of violations of law will be referred to the appropriate law enforcement officials.*

Disciplinary actions. Substantial evidence of a violation of the principles described in this policy statement may result in disciplinary action. As stated above, in cases where a policy already exists, and the only difference is that a computer was used to perform the activity, such action will be taken through appropriate University channels such as administrative procedures, the Honor and Ethics Council, the Graduate Council, or other supervisory authority to which the individual is subject. Violation of state or federal statutes may result in civil or criminal proceedings. Otherwise, those who engage in computer violations are subject to the authority of Information Systems.

Violation of the policies articulated here may result in one or more of the following, plus any additional actions deemed appropriate by Information Systems:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to login to a campus network.*
- *Suspension of one's ability to send e-mail.*
- *Suspension of one's ability to receive e-mail.*
- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

Any disciplinary action taken by Information Systems may be revoked and/or modified by the provost of the University or anyone the provost designates to deal with such matters.

Locating Computing Policy Information and Policy Updates. The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources" and other computing policies. These policies may be updated, shortened, or expanded from time to time. Full policies can be reviewed online at www.wfu.edu/technology/.

## Student Complaints

Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, actions, or inaction of the staff or faculty affecting a student. The procedure for bringing these issues to the appropriate

person or body is outlined here. Students are encouraged to seek assistance from their advisers or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event. For complaints in the academic setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student, if unsatisfied, should then turn to the chair of the involved department (the dean in the Calloway School) for assistance. The chair (or dean) will meet with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the Office of the Dean of Student Services. Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a University official designated by the provost after reviewing the nature of the complaint. The committee will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

The complaint/grievance process outlined above is meant to answer and resolve issues arising between individual students and the University and its various offices from practices and procedures affecting that relationship. In many cases, there are mechanisms already in place for the reporting and resolution of specialized complaints (harassment and discrimination, for instance), and these should be fully used where appropriate. Violation of student conduct rules or the honor system should be addressed through the judicial process specifically designed for that purpose.

## History and Development

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

## Chronological History of Wake Forest University

1834 Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by Baptist State Convention of North Carolina

1838 Named Wake Forest College

1894 School of Law established

1902 Two-year School of Medicine established

1921 First summer session

1941 Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital

1942 Women admitted as undergraduate students

1956 Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation

1961 Graduate School of Arts and Sciences established

1967 Change of name to Wake Forest University

1969 Charles H. Babcock Graduate School of Management established

1984 Sesquicentennial anniversary

1986 Redefined the relationship with the Baptist State Convention of North Carolina

1995 School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy

1997 Change of name to Wake Forest University School of Medicine

1999 Divinity School founded

## Presidents of Wake Forest University

1834 Samuel Wait

1845 William Hooper

1849 John Brown White

1854 Washington Manly Wingate

1879 Thomas Henderson Pritchard

1884 Charles Elisha Taylor

1905 William Louis Poteat

1927 Francis Pendleton Gaines

1930 Thurman D. Kitchin

1950 Harold Wayland Tribble

1967 James Ralph Scales

1983 Thomas K. Hearn Jr.

2005 Nathan O. Hatch (elected 13th president effective July 1, 2005)

ALL STUDENTS ARE RESPONSIBLE FOR FAMILIARIZING THEMSELVES WITH THE PORTIONS OF THIS BULLETIN THAT PERTAIN TO THEIR COURSE OF STUDY. STATEMENTS CONCERNING COURSES AND EXPENSES ARE NOT TO BE REGARDED AS IRREVOCABLE CONTRACTS BETWEEN THE STUDENT AND THE INSTITUTION. THE UNIVERSITY RESERVES THE RIGHT TO CHANGE THE SCHEDULE OF CLASSES AND THE COST OF INSTRUCTION AT ANY TIME WITHIN THE STUDENT'S TERM OF RESIDENCE.

## Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

Wake Forest University and *North Carolina State Law (G.S. 130A-152)* require documentation of certain immunizations of students attending a North Carolina college or university. Students must submit certification of these immunizations **PRIOR TO REGISTRATION.** Certification is required for measles, mumps, rubella, tetanus, diptheria, and polio in accordance with the immunization record on page four of the *Wake Forest University Student Health Service Health Information Summary Form.* Details are also online at www.wfu.edu/shs/vaccines.html. The state statute applies to all students except those registered in off-campus courses only, attending night or weekend classes only, or taking a course load of four credits or less.

*Documentation should be on or attached to the completed* Wake Forest University Student Health Service Health Information Summary Form *in order to assure correct identification of the student.* Acceptable documentation must be signed by the appropriate official(s) having custody of the records of immunization, such as a physician, county health department director, or a certificate from a student's high school containing the approved dates of immunizations. Dates must include the month, day, and year the

immunization was administered. If these dates are unavailable, a copy of the laboratory test results and interpretation values must be submitted to document antibody titers for measles, mumps, or rubella.

The North Carolina Department of Health and Human Services monitors University immunization records.

## Application

An application is secured from the Office of Undergraduate Admissions in person or by mail (P.O. Box 7305, Winston-Salem, North Carolina 27109-7305) or online at http://www.wfu.edu/admissions/. It should be completed and returned to that office no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned no later than November 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the SAT I: Reasoning Test of The College Board. SAT II: Subject Test scores are optional. All test scores should be sent directly to the University by Educational Testing Service. A nonrefundable $40 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. The University reserves the right to reject any application without explanation.

A $300 admission deposit is required of all regularly admitted students and must be sent to the Office of Undergraduate Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees and is nonrefundable. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make a nonrefundable admission deposit within two weeks of notification. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

## Early Decision

Two early decision deadlines and notification schedules are available to well-qualified high school students who decide, by the close of their junior year, that Wake Forest is either their only choice or first choice college.

## Early Decision—Single Choice

Students who have selected Wake Forest as their first choice and have applied to no other college may submit an application at any time after completion of the junior year and no later than November 15. Decisions on these applicants are made on a rolling basis, three to four weeks after the application is completed. Students agree to enroll if accepted and submit a nonrefundable $500 deposit prior to January 1.

## Early Decision—First Choice

Students who have selected Wake Forest as a first choice and only early decision choice but who may have submitted or have plans to submit regular decision applications to other institutions, may apply no later than November 15 and are notified by December 15. If accepted, students agree to enroll and

to withdraw applications from other colleges. A $500 nonrefundable deposit is due by January 1.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all secondary school requirements. Decisions are based upon junior year grades and test scores. Applicants not admitted are asked to submit additional SAT I scores and the first semester senior year grade report, or they are advised to apply elsewhere.

## Admission of Students with Disabilities

Wake Forest College will consider the application of any qualified student, regardless of disability, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for undergraduate students, please contact Van D. Westervelt, director of the Learning Assistance Center, at (336) 758-5929 or refer to Disability Services under Campus Life on the Wake Forest Web site.

## Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the Wayne Calloway School of Business and Accountancy.

## Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. Transfer students must be eligible for readmission to the last college attended and must supply a Dean's Statement(s) from all colleges attended. The Dean's Statement addresses any disciplinary action that may have been taken against the student for academic or non-academic reasons. The student must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering first-year students must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

## Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

Charges are due in full on August 1 for the fall semester and December 1 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a transcript or diploma, or to register for the following semester or term.

If the University deems it necessary to engage the services of a collection agency or attorney to collect or to settle any dispute in connection with an unpaid balance on a student account, the student will be liable for all collection agency and/or attorney's fees, reasonable expenses, and costs incurred.

## Tuition

| | *Per Semester* | *Per Year* |
|---|---|---|
| FULL-TIME | $15,055 | $30,110 |
| PART-TIME | $1,175 PER SEMESTER HOUR | |
| ACTIVITY FEE | $50 | $100 |

Students should expect an increase yearly in tuition. However, admittance to the undergraduate College is not based on financial resources. The University meets the demonstrated financial needs of all qualified students. Students must obtain approval for part-time status prior to the beginning of the semester from the Office of the Dean of the College to be eligible for part-time tuition.

Students enrolled in the College or in the Wayne Calloway School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theatre, and the Student Health Service. Part-time students are entitled to the use of the libraries, laboratories, and Student Health Service but not to the other privileges mentioned above.

## Room Charges

| | *Per Semester* | *Per Year* |
|---|---|---|
| DOUBLE OCCUPANCY | $2,690 | $5,380 |

Most first-year students will pay either $2,690 or $3,040 per semester depending upon room assignment location. Other room rentals range from $2,490 to $3,240 per semester.

## Wake Forest University Dining Program

The Fresh Food Company and Magnolia Room offer all-you-care-to-eat meals, and are located in Reynolda Hall. In addition, there are a number of retail dining locations, including food courts in the Benson Center and the Information Systems Building, three convenience stores, a coffee shop, and a full-service Subway restaurant located on campus.

To better meet student needs and expectations, the Wake Forest University dining program has been redesigned this year. All students living on campus are required to purchase a dining membership for the 2005-06 academic year. Different dining memberships are available depending on place of residence.

Dining memberships are accepted in the two all-you-care-to-eat locations, the Fresh Food Company and Magnolia Room. All other dining locations accept Deacon Dollars.

## Residential Meal Plans

FRESHMEN

| Meals Per Week | Cost Per Semester |
|---|---|
| Unlimited | $1,700 |
| 17 | $1,350 |
| 14 | $1,200 (min. purchase required) |

UPPERCLASSMEN

**South & Quad Area Building Residents:** Babcock, Bastwick, Callins, Jahnsan, Luter, Palmer, Piccala, Davis, Kitchin, Efrid, Huffman, Pateat, Taylar.

| Meals Per Week | Cost Per Semester |
|---|---|
| Unlimited | $1,700 |
| 17 | $1,350 |
| 14 | $1,200 |
| 10 | $1,025 |
| 8 | $850 (min. purchase required) |

**North Area Building Residents:** Martin, Pala, Student Apartments, Pala Raad Hauses, and Tawnhouses.

| Meals Per Week | Cost Per Semester |
|---|---|
| Unlimited | $1,700 |
| 17 | $1,350 |
| 14 | $1,200 |
| 10 | $1,025 |
| 8 | $850 |
| 5 | $560 |

or 40 meals per semester—$280 per semester (min. purchase required)

## Commuters

Commuters may purchase any dining membership, but are not required to do so.

## Deacon Dollars

In addition to a dining membership, students may also purchase Deacon Dollars. The Deacon Dollar account is a debit account system on the student I.D. card that allows purchases throughout campus. An amount of $1000 per semester is recommended for campus pur-chases at the Bookstore, Pizza Hut, Benson Food Court, Subway, convenience stores, and all other dining locations.

## Other Charges

*An admission application fee of $40* is required with each application for admission to cover the cost of processing and is nonrefundable.

*An admission deposit of $500* is required for students applying to Wake Forest University as a first or single choice. An admission deposit of $300 is required for all regularly admitted students. All admissions deposits must be submitted to the director of admissions and are nonrefundable. The applicable deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

*Individual instruction music fees* are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the Office of Financial and Accounting Services. The fee is $250 for Music 161 courses and $500 for all other individual instruction courses, with a maximum fee of $500 per semester.

*Students must have medical insurance.* A group plan is available through the University for those not covered by a family plan. The annual rate for 2004-2005 was $940.

*Library fees are charged* for lost or damaged books and are payable in the library.

*A tuition deposit of $500 is required*, at a date set by the Office of Financial and Accounting Services, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is non-refundable.

*Returned check fee of $25* is charged for each returned check by the Office of Financial and Accounting Services.

*Room change fee of $25* is charged for any unauthorized change.

*Improper check-in/out residence hall fee of $50* is charged for any student who does not follow appropriate administrative procedures.

*A residence hall lock core change fee* (a minimum of $70 per lock) is charged to any student who loses his/her room/suite/apartment key(s).

*A fee of $1,000 is required* for students studying abroad on a non-Wake Forest program.

*Motor vehicle registration is $275 and traffic fines are $20 to $250.* **All students** operating a vehicle on campus, whether they are operating day or night and whether or not they are owned by the operator, (including those students who reside in student apartments, theme, and satellite houses) must register their vehicles online.

All vehicle registrations must be completed within 24 hours from the first time the vehicle is brought to campus. For fall semester only, students registering vehicles online by August 15 will receive their decals at their campus post office boxes by August 31, 2005. For a vehicle to be properly registered, both the rear bumper decal and front windshield gate pass decal must be displayed.

Fines are assessed against students violating parking regulations. Please inform any visitors of parking rules and regulations. Students, faculty, and staff are responsible for their visitors. Students will be held financially responsible for citations issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitor vehicles must be reported to 758-5592 and/or registered at the Office of Parking Management, 758-6129.

## Refunds of Charges and Return of Financial Aid Funds

A student who withdraws during (begins, but does not complete) a term may be entitled to a refund of certain charges as outlined in the Refund of Charges Policy. A withdrawal also affects financial aid eligibility, as outlined in the federal Return of Title IV Program Funds Policy and the Return of Non-Title IV Program Funds Policy. A student using scholarships, grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Withdrawal procedures are coordinated by the deans of the College and the Wayne Calloway School of Business and Accountancy.

## Refund of Charges Policy

A withdrawing student receives a tuition refund according to the following schedule. This schedule applies to a student who drops courses, as well as to a student who withdraws.

*Tuition, fees, room rent, and related charges are not refunded for findings of responsibility within the undergraduate student judicial review process. Return of Title IV funds are handled in accordance with federal law.*

| *Number of Weeks Attendance (Including first day of registration validation)* | *Percentage of Total Tuition to be Refunded* |
|---|---|
| 1 WEEK | TOTAL TUITION LESS DEPOSIT |
| 2 WEEKS | 75 PERCENT |
| 3 WEEKS | 50 PERCENT |
| 4 WEEKS | 25 PERCENT |

A withdrawal must be official and students must return the University identification card before claiming a refund. There is no

refund of room rent, activity fees, or the parking registration fee if the decal has been placed on the vehicle. Unused meal plan funds are refunded. Fees for individual instruction in the Department of Music are refunded on the same basis as tuition.

The Office of Financial and Accounting Services calculates the refund of charges, and it has available an example of the application of the University Refund of Charges Policy.

If charges originally paid by financial aid funds are no longer covered after the financial aid funds are returned, the student is responsible for the remaining balance.

## Return of Title IV Program Funds Policy

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws.

Wake Forest University does not have a leave of absence policy that would either exempt any student from the requirements of the Return of Title IV Funds Policy or extend federal student loan deferment benefits.

Title IV Funds include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Work-Study (FWS), Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loan, and Leveraging Educational Assistance Partnership Grant (LEAP).

The percentage of the term completed is determined by dividing the total number of calendar days comprising the term (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is: (1) up through the 60 percent point in time, the percentage of the term completed, (2) after the 60 percent point in time, 100 percent.

The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal disbursements).

If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

Unearned funds, up to the amount of total institutional charges multiplied by the unearned percentage of funds, are returned by the University; the student returns any portion of unearned funds not returned by the University.

Institutional charges (costs) include tuition and required fees, on-campus room rental, and on-campus meal plan.

The Federal Return of Title IV Funds policy requires that federal aid be considered as first applied toward institutional charges, regardless of other non-federal aid received.

A student (or parent for PLUS loans) repays the calculated amount attributable to a Title IV loan program according to the loan's terms. If repayment of grant funds by the student is required, only 50 percent of the unearned amount must be repaid. A student repays a Title IV grant program subject to repayment arrangements satisfactory to the University or the Secretary of Education's overpayment collection procedures.

Funds returned are credited in the following order: Unsubsidized FFEL (Stafford) Loans, Subsidized FFEL (Stafford) Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity (FSEOG) Grants, and other Title IV funds for which a return of funds is required.

The Office of Student Financial Aid calculates the amount of unearned Title IV grant and loan funds, and it has available examples of the application of this federal policy and a copy of the relevant Code of Federal Regulations section (CFR 668.22).

## Return of Non-Title IV Program Funds Policy

A student who drops to less-than-full-time enrollment within the timeframe to receive a tuition refund loses eligibility for all institution aid for the entire term. For financial aid purposes, full-time enrollment is defined as twelve or more hours each semester.

The Office of Student Financial Aid calculates the amount of Non-Title IV program funds to be returned to the various programs when a recipient withdraws. The return of Non-Title IV Program funds may be rounded to the nearest dollar for each aid source.

Return of funds to various state and private aid programs is determined by specific program rules. If rules allow, state and private loan funds are returned before gift funds. State and private funds may be retained in amounts necessary to satisfy the student's remaining University charges or adjusted need, whichever is larger.

Awards from institutional funds for which all disbursement requirements have not been met by the student prior to withdrawal are cancelled, and no disbursements are made.

Upon withdrawal, an adjusted estimated cost of attendance (COA) is established in two parts.

For an on-campus student, the first part equals the adjusted tuition and room rental charges and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of meal, transportation, and personal living expenses.

For an off-campus student, the first part equals the adjusted tuition charge and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of room, meal, transportation, and personal living expenses.

If the adjusted COA is greater than the full semester expected family contribution (EFC), the student retains institutional aid (in the same mix of initially-awarded gift and loan), up to the amount required to meet the adjusted need and not exceeding the initial amount(s). The EFC represents a best estimate of a family's capacity (relative to other families) to absorb, over time, the costs of education. For a withdrawing student, the full EFC is expected to support educational expenses incurred, prior to any support from aid programs. For purposes of this calculation, a student who receives only merit-based institutional gift is considered to have an EFC equal to the full semester COA minus the amount of that gift. The order in which each institutional fund is reduced is determined on a case-by-case basis by the aid office, with the guiding principle being the return of funds to University accounts most likely to be needed by other students.

A student who withdraws after receiving a cash disbursement must repay Wake Forest scholarship funds up to the amount of Title IV funds that the University must return. Fines and other incidental charges not included in the financial aid COA are solely the responsibility of the student. Required returns of funds to all financial aid programs are made prior to the refund to the student.

## Housing

All unmarried first- and second-year students with residential admission status are required to live in the residence halls, except (1) when permission is given by the director of residence life and housing for the student to live with parents or a relative in the Winston-Salem area; (2) by special arrangement when space is not available on campus; (3) the student is admitted as a non-resident student; or (4) if the student

has lost residence hall space because of a Residence Halls Agreement violation or disciplinary action. Fifth-year students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing. Married students are not permitted to live within the residence halls. Residence halls are supervised by the director of residence life and housing, associate and assistant directors of residence life and housing, residence life coordinators, and graduate student hall directors.

The charges for residence hall rooms for 2005-2006 will range from approximately $2,490 to $3,240 per semester depending on the location and amenities available.

Visit www.wfu.edu/housing, the residence life and housing Web site, for more information regarding policies and procedures.

## Off-campus Housing Policy

The University has developed guidelines and policies for those undergraduate students who desire or are required to live off campus. Such policies affect apartment or other multi-family residences as well as single-family residences. All students who desire to live off campus are required to apply for off-campus housing status on an annual basis.

Each year, guideline information is provided for all undergraduate students on the residence life and housing Web page. For complete information visit www.wfu.edu/housing/residence/offcampus.html. Conditions may be placed on students who choose to live in single family areas, or students may be denied the ability to live within such a location. Students who desire to reside off campus must complete an application and obtain approval from the Office of Residence Life and Housing ***prior*** to signing off-campus leases.

Resident undergraduate students are guaranteed campus housing for eight semesters. To protect students and to give students the most options until they have had an opportunity to review this policy fully, student's must not sign any off-campus leases. Please visit the Office of Residence Life and Housing, on campus at Benson University Center, room 101, or online at www.wfu.edu/housing.

## Academic Calendar

The academic calendar of the College and the Wayne Calloway School of Business and Accountancy includes a fall semester beginning in late August and ending in December, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

## Orientation and Advising

A required orientation program for new students in the College precedes first-time registration. An academic adviser and an upperclass student provide guidance during and between registration periods throughout the student's first and second years. Advisers meet with students both individually and in small groups. A face-to-face meeting with the adviser is required before all registration periods. Students are encouraged to take the initiative in arranging additional meetings at any time to seek advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major toward the end of the second year. Then, a new adviser is assigned.

## Registration

Registration for continuing students in the College and the Wayne Calloway School of Business and Accountancy occurs in April for the fall and summer terms, and in November for the spring term. New and readmitted students register at the beginning of the term in which they first enroll. Consultation with the academic adviser must be completed before registration. Confirmation

of enrollment is required before classes begin each term. All tuition and fees must be paid in full to the Office of Financial and Accounting Services before confirmation.

## Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of hours. Most courses in the College and the Wayne Calloway School of Business and Accountancy have a value of three hours, but may vary from one-half hour to nine. The normal load for a full-time student is fifteen hours per semester, with a maximum of seventeen permitted without special permission. A student wishing to register for more than seventeen hours per semester must seek the permission of the academic adviser and the appropriate dean once the drop-add period begins. Students wishing to take more than eighteen hours must petition the Committee on Academic Affairs after consulting the academic adviser and the appropriate dean. Non-business or non-accounting majors wishing to take courses in the Calloway School must have met the specific courses' prerequisites and have permission of the instructor. Enrollment in the course is subject to space availability.

Twelve hours per semester constitute minimum full-time registration at the University. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes in spring and by October 1 in the fall for at least twelve hours. Recipients of Wake Forest scholarships and loans, as well as some types of federal aid, must be enrolled for at least twelve hours. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student who feels that he or she has valid and compelling reasons to register for more than seventeen hours per semester must seek permission of the adviser and the appropriate dean no earlier than the first day of class. Only if both the adviser and the dean agree that the proposed course load is needed and in the best interest of the student will permission be granted.

The requirements for classification after the first year are as follows:

*Sophomore—completion of no fewer than 25 hours toward a degree;*
*Junior—completion of no fewer than 55 hours toward a degree;*
*Senior—completion of no fewer than 87 hours toward a degree.*

## Part-time Students

A student may not register for fewer than twelve hours without specific permission from the appropriate dean to register as a part-time student. A student may not register for part-time status, i.e., fewer than twelve hours in a single semester, without specific permission of the appropriate dean prior to the last day to add a course. Approval for part-time status requires that students pay for such work on a per hour basis. Petitions for part-time status after the last day to add a course will be denied, except in the case of special circumstances, and the student will be required to pay full tuition. Part-time students are generally ineligible for campus housing unless an exception is made by the Office of Residence Life and Housing.

## Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to

demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the Wayne Calloway School of Business and Accountancy for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the Wayne Calloway School of Business and Accountancy.

Students who miss class, while acting as duly authorized representatives of the University at events and times approved by the appropriate dean, are considered excused. The undergraduate faculties are sensitive to the religious practices of members of the student body. At the beginning of the semester, students who will be absent from class for religious observances should confer with the instructor(s) about the date of the absence. The disposition of missed assignments will be arranged between instructor and student. Students anticipating many excused absences should consult the instructor before enrolling in classes in which attendance and class participation count heavily toward the grade. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook*.

## Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the Wayne Calloway School of Business and Accountancy; for others the fee is $50 per hour. Permission of the instructor is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor.

Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of students who have met the instructor's requirements. An audit may not be changed to a credit course or a credit course changed to an audit after the first official day of classes for each semester or term.

## Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *on or before* this date must follow the procedure prescribed by the registrar. *After* this date, a student who wishes to drop a course must consult his or her academic adviser, the course instructor, and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, as appropriate. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior written approval of the appropriate dean, the student will be subject to such penalties imposed by the Committee on Academic Affairs.

Students enrolling in classes beginning after the opening of the term and lasting for shorter durations, such as four, five or seven and a half weeks, may add those classes any time prior to the beginning of the class as space permits, and up to five days after the class begins, with permission of the instructor. Students needing to drop such classes may do so for up to five days after the class begins, without a dean's permission.

## Withdrawal

A student who finds it necessary to withdraw from the College or the Wayne Calloway School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal may be taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the Wayne Calloway School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Withdrawal from the College or the Calloway School cannot be finalized until ThinkPads, printers, connecting cables, WFU ID cards, residence hall keys (if applicable) and post office box keys, along with any other pertinent University property items, have been returned to the appropriate offices.

Tuition, fees, room rent, and related charges will not be refunded for findings of responsibility within the undergraduate student judicial review process. Return of Title IV funds will be handled in accordance with federal law.

## Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the Honor and Ethics System adopted by the student body and approved by the faculty.

## Grading

For most courses carrying undergraduate credit, there are twelve final grades: A (exceptionally high achievement), A-, B+, B (superior), B-, C+, C (satisfactory), C-, D+, D, D- (passing but unsatisfactory), F (failure), and I (incomplete).

**Grade of I.** The grade of I may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes the grade of F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

**NR.** "NR" (Not Reported) is an administrative designation that indicates that a faculty member has not reported a grade. Unless a grade is recorded within forty-five days after the student enters his or her next semester, the NR automatically becomes the grade of F.

**Grade Points.** Grades are assigned grade points per hour for the computation of academic averages, class standing, and eligibility for continuation, as follows:

| | |
|---|---|
| FOR EACH GRADE OF A | 4.00 POINTS |
| FOR EACH GRADE OF A- | 3.67 POINTS |
| FOR EACH GRADE OF B+ | 3.33 POINTS |
| FOR EACH GRADE OF B | 3.00 POINTS |
| FOR EACH GRADE OF B- | 2.67 POINTS |
| FOR EACH GRADE OF C+ | 2.33 POINTS |
| FOR EACH GRADE OF C | 2.00 POINTS |
| FOR EACH GRADE OF C- | 1.67 POINTS |
| FOR EACH GRADE OF D+ | 1.33 POINTS |
| FOR EACH GRADE OF D | 1.00 POINTS |
| FOR EACH GRADE OF D- | 0.67 POINTS |
| FOR EACH GRADE OF F | NO POINTS |

**Pass/Fail.** To encourage students to venture into fields outside their major areas of competence and concentration, the College

makes available the option, under certain conditions, of registering in courses on a pass/fail basis rather than for a letter grade. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade point average. In no case may a student change from grade to pass/fail mode, or from pass/fail to grade mode after the last date to add a course. The last date to add a course is noted in the calendar at the front of this bulletin.

A student may count toward the degree no more than eighteen hours taken on a pass/fail basis. First- and second-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Third- and fourth-year students may elect as many as twelve hours on a pass/fail basis, but no more than four hours in a given semester. Courses used to fulfill core, quantitative reasoning, cultural diversity, major, or minor requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

No courses in the Calloway School can be taken pass/fail unless they are offered only on that basis.

## Grade Reports and Transcripts

An electronic midterm report and a final report of grades are available to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Transcripts of the permanent educational record will be issued to students upon written request unless there are unpaid financial obligations to the University, or other unresolved issues. Copies of a student's cumulative record are issued by the registrar.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

## Dean's List

The Dean's List is issued after the end of the fall and spring semesters. It includes all full-time, degree-seeking students in the College and the Wayne Calloway School of Business and Accountancy who have a grade point average of 3.0 or better for a full-time course load in the semester and who have earned no grade below C during the semester.

## Graduation Distinctions

Graduation distinctions are determined by the grade-point system and are based entirely on grades earned in Wake Forest courses. A degree candidate with a cumulative average of not less than 3.8 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.6 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.4 for all courses attempted is graduated with the distinction *cum laude*. Details are available in the Office of the Registrar.

## Repetition of Courses

A student may repeat at Wake Forest a Wake Forest course for which he or she has received a grade of C- or lower. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the hours originally earned will not be lost. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points

assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation. Students seeking to repeat English 105 must petition the English department.

## Probation

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as determined by the Committee on Academic Affairs. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, such as failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity or sorority until the end of their probationary period.

No student on social or academic probation or suspension from Wake Forest may take coursework at another institution and have that work transferred to Wake Forest for credit.

## Requirements for Continuation

A student's academic eligibility to continue is determined by the number of hours passed and the grade point average. The number of hours passed is the sum of the hours transferred from other institutions and the hours earned in the undergraduate schools of the University. The grade point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs. To be eligible to continue in the College, students must maintain:

| *FOR HOURS PASSED* | *A MINIMUM CUM. GPA OF* |
|---|---|
| FEWER THAN 30 | 1.45 |
| AT LEAST 30, FEWER THAN 60 | 1.60 |
| AT LEAST 60, FEWER THAN 90 | 1.75 |
| 90 AND ABOVE | 1.90 |

Students are responsible for knowing their academic standing at all times. Any student whose GPA falls below the required minimum will have a grace period of one semester to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn six or fewer grade points in any given semester in courses other than Education 353; military science courses; Music 111-129 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the student's control, he or she may appeal to the Committee for an exception.

Any student who is in academic difficulty is urged to seek advice and counsel from his or her academic adviser, from the Office of the Dean of the College, from the Learning Assistance Center, and from the University Counseling Center.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service, creates a danger to the safety and well-being of the student or others, may be required to withdraw until the problem is resolved.

## Requirements for Readmission

The Committee on Academic Affairs oversees the readmission of former students. In making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student.

To be readmitted, a student must have previously attended Wake Forest University. Students who have been graduated with an undergraduate degree from the College or the Calloway School of Business and Accountancy may apply for readmission as post-graduate, unclassified students.

Students who have been ineligible to continue for academic reasons must present to the Committee an intentional plan to raise their academic standing to acceptable standards.

A student who withdraws from the University for medical or psychological reasons must submit documentation from his or her physician or therapist to either the director of the Student Health Service or the director of the University Counseling Center attesting to his or her readiness to resume a full academic program. The physician or therapist should also provide professional guidance to these directors as to the nature of the student's ongoing care once readmitted.

Students whose withdrawals from the University were as the result of an honor or judicial conviction must satisfy fully any sanctions placed upon them prior to being considered for readmission. In addition to University-imposed sanctions, other, non-academic grounds for denial of readmission may include violations of the law of the land and behaviors that have demonstrated disregard for the rights of others.

Should a student, upon leaving the University, fail to comply with the proper withdrawal procedures, "holds" may be placed upon his/her record that will prevent readmission consideration until such matters are resolved.

Any readmitted student who hopes to receive transfer consideration for work done elsewhere must provide the University with a properly documented statement attesting to his/her good standing at the institution from which the transfer credit would come. Additionally, an official copy of the student's transcript must be made available to the Office of the Registrar at Wake Forest University.

No student on social or academic probation or suspension from Wake Forest may take coursework at another institution and have that work transferred to Wake Forest for credit.

## Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

To be eligible to take summer courses at another college or university, the student must have a cumulative grade point average of no less than 2.0 and must obtain advance approval through the registrar's office, and in some cases, the Office of the Dean of Wake Forest College or the dean of the Wayne Calloway School of Business and Accountancy. All transfer work taken after enrollment at Wake Forest must be taken in an approved four-year institution.

Courses taken outside the United States require, in addition, prior approval from the

Center for International Studies. Students must obtain a course approval form from the Center for International Studies.

### Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade point average of no less than 2.0, must not be on probation or suspension from Wake Forest, and must obtain departmental approval in advance. For entering transfer students, credit may be accepted from accredited colleges and universities, including two-year colleges. For enrolled Wake Forest students and students readmitted to Wake Forest, transfer credit will be accepted only from approved four-year institutions. For transfer hours to be accepted, the grade in any course must be C or better. Courses completed at other colleges or universities with the grade of C- or lower will not be awarded transfer hours in Wake Forest. (Refer to the requirements for degrees section on page 63 of this bulletin for additional information.) A maximum of thirty-six Wake Forest hours can be earned from the Gymnasium, Lyceum, French Baccalaureate, or equivalent programs.

For students transferring courses on a quarter-hour system, semester hours may be assigned on the basis that one quarter hour times 0.67 equals one semester hour. No course may receive a higher conversion value than the value of the Wake Forest course.

Applications for transfer credit from distance learning courses will be evaluated on an individual basis. Only those courses approved by the appropriate department chair and accredited by a national accrediting agency, as identified by the registrar, will be accepted. No more than six hours may be earned from such courses. It is the responsibility of the student to disclose to the registrar whether a class is a distance learning class. This does not apply to courses taken over the NC Interactive Video Network.

Dual enrollment courses, college level courses taken at institutions other than Wake Forest, are treated as transfer credit so long as the given course meets the University's standard criteria for transfer credit.

### Independent Study, Individual Study, Directed Reading and Internship Courses

Such work is ordinarily reserved for junior and senior students in the undergraduate schools. Any student requesting approval for such a course must possess a cumulative grade point average of no less than 2.0 in Wake Forest courses. All such course requests must be approved by the appropriate department. The academic requirements should be completed during the semester in which a student is enrolled.

The number of hours the student registers for in an independent study, individual study, directed reading, or internship course may not be changed during the add period unless approved by the sponsoring faculty member.

### Approval of Overseas Programs

To receive academic credit for courses taken outside the U.S. on a non-Wake Forest University program, students must: 1) not be on probation or suspension from Wake Forest, 2) obtain approval of the program from the Center for International Studies before applying, 3) submit a declaration of intent to study abroad by the established deadline, 4) fulfill all required steps of the

study abroad process during the semester prior to studying abroad, and 5) attend a mandatory pre-departure orientation.

No student possessing less than a 2.0 cumulative grade point average in either of the undergraduate schools will receive credit in a non-Wake Forest study abroad program. The Course Approval Form for Study Outside the United States is available in the Center for International Studies.

# *Scholarships and Loans*

ANY STUDENT REGULARLY ADMITTED TO WAKE FOREST COLLEGE WHO DEMONSTRATES FINANCIAL NEED WILL RECEIVE ASSISTANCE COMMESURATE WITH THAT NEED.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Aid applicants must be enrolled as undergraduates or accepted for admission. Full-time students are eligible to apply for institutional funds; other degree-seeking students are eligible to apply for federal funds. For financial aid purposes, full-time enrollment is defined as twelve or more hours each semester. A number of scholarships are based upon merit; need is a factor in the awarding of most financial aid. The annual calculation of need, and therefore the amount of an award, may vary from year to year. Additional scholarship assistance not listed herein is offered to student athletes through the Department of Athletics and is governed by NCAA rules. The committee may revoke financial aid for unsatisfactory academic performance, for violation of University regulations including its honor code, or for violations of federal, state, or local laws. Applications should be requested from the Office of Merit-Based Scholarships (P.O. Box 7305) or the Office of Student Financial Aid (P.O. Box 7246), Winston-Salem, NC 27109, as appropriate.

## Policy on Satisfactory Academic Progress for Financial Aid Eligibility

Evaluation of students' satisfactory academic progress for purposes of financial aid eligibility is made annually at the end of the second summer session by the Committee on Scholarships and Student Aid, to determine eligibility for the following academic year.

## Institutional Financial Aid

The receipt of institutionally-controlled financial aid requires full-time enrollment (twelve or more hours) during the fall and spring semesters and a minimum cumulative grade point average of 2.00 on work attempted in the undergraduate schools of the University. Institutional aid generally is not awarded for summer sessions. Institutional aid is not awarded beyond the eighth (fall or spring) semester; this limit is prorated for transfer students. Certain institutional aid programs have higher academic and/or other requirements, which are communicated to recipients.

## Federal Financial Aid

The Higher Education Act mandates that institutions of higher education establish minimum standards of satisfactory academic progress for students receiving federal financial aid. Wake Forest University makes these minimum standards applicable to all programs funded by the federal government.

To maintain academic eligibility for federal financial aid, a student must:

***Complete the requirements*** for a bachelor's degree within the maximum number of hours attempted (including transfer hours, but excluding advanced placement hours) of 168. This limit is the same for all students pursuing a bachelor's degree, including those students enrolled in joint bachelor's/master's degree programs. During a semester in which a student drops courses or withdraws, the maximum number of hours attempted includes those hours attempted as of the earlier of (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

***Pass at least two-thirds*** of those cumulative hours attempted (including pass/fail courses) in the undergraduate schools of the University, including hours attempted during the summer sessions. Incompletes count as hours attempted, unless from a non-credit course. Audited classes do not count as hours attempted. During a semester in which a student drops courses or withdraws, the cumulative number of hours attempted in the undergraduate schools of the University includes those hours attempted as of the earlier of (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar). For purposes of this policy, the cumulative number of hours attempted also includes all instances in which a course is repeated.

***Maintain the following minimum cumulative Wake Forest University grade point average*** on all graded hours attempted (including incompletes from graded courses, but excluding pass/fail courses) in the undergraduate schools of the University:

| *HOURS ATTEMPTED* | *MINIMUM GPA* |
|---|---|
| FEWER THAN 30 | 1.45 |
| AT LEAST 30, FEWER THAN 60 | 1.60 |
| AT LEAST 60, FEWER THAN 90 | 1.75 |
| 90 AND ABOVE | 1.90 |

During a semester in which a student drops courses or withdraws, the cumulative number of graded hours attempted in the undergraduate schools of the University includes those graded hours attempted as of the earlier of (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

Thus, for example, a regular full-time student taking the normal fifteen hours of graded coursework each semester must achieve a minimum cumulative Wake Forest grade point average of 1.45 before the second year, 1.60 before the third year, and 1.75 before the fourth year. Repeated courses will count for GPA according to University policy; when successfully completed they will count as their appropriate hours earned.

The policy of satisfactory academic progress applies only to the general eligibility for financial aid consideration. There are other federally-mandated requirements a student must meet to receive federal financial aid. For instance, certain federal loan programs also require either the passage of a period of time or the advancing of a grade level between annual maximum borrowing, regardless of general eligibility for aid. Other general student eligibility requirements for a student to receive federal financial aid are listed in *The Student Guide*, a publication of the U.S. Department of Education.

Denial of aid under this policy may be appealed to the Committee on Scholarships and Student Aid and mailed to P.O. Box 7246, Winston-Salem, NC 27109-7246, or delivered to the Office of Student Financial Aid, Reynolda Hall Room 4. The Committee may grant a probationary reinstatement of one semester (in exceptional cases this period may be for one full academic year) to any student, upon demonstration of extenuating circumstances documented in writing to the satisfaction of the Committee.

Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following:

illness of the student or immediate family members–statement from physician that illness interfered with opportunity for satisfactory progress; death in family–statement from student or minister; temporary or permanent disability–statement from physician.

During a probationary period, students are considered to be making satisfactory academic progress under this policy and may continue to receive aid. A determination of satisfactory academic progress for any period of enrollment after the probationary period is made, upon the student's written request, at the end of the probationary period. Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required GPA. Any student determined ineligible for any academic year may request a special review at the end of one semester or summer term and may thereby be reinstated for all or part of the academic year. The student must request any such mid-year review in writing; otherwise only one determination of satisfactory academic progress will be made each academic year. Reinstatement cannot be made retroactive.

## Scholarships

The University's merit-based scholarship programs for entering first-year students are listed first, and require separate application where noted. Other scholarship programs follow, and generally do not require separate application unless noted otherwise. Students wishing to apply for any scholarship listing need as a consideration should complete the PROFILE application of the College Scholarship Service.

The *Nancy Susan Reynolds Scholarship* is awarded to up to six extraordinarily capable entering first-year students. Made possible through the Z. Smith Reynolds Foundation, this scholarship annually covers the costs of tuition, fees, room and board, and includes an allowance for books and personal expenses. Scholars may receive up to $2,000 each summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *Graylyn Scholarship* is awarded to an entering first-year student to recognize leadership and academic excellence. Made possible by the Graylyn International Conference Center, this scholarship annually covers the costs of tuition, fees, room and board. Scholars may receive up to $2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *Guy T. Carswell Scholarship,* awarded to entering first-year students possessing outstanding qualities of intellect and leadership, ranges in annual value from tuition to tuition, fees, room and board. Scholars may receive up to $2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due January 1.

The *Deal Family Scholarship* provides funding for the Carswell Scholarship program, with preference first to students from Catawba, Caldwell, Burke, and Alexander Counties, NC; second to other North Carolinians; and third to other students.

The *Joseph G. Gordon Scholarship* is awarded to up to seven entering first-year students showing exceptional promise and leadership potential who are members of constituencies traditionally underrepresented in the College. Made possible through the Z. Smith Reynolds Foundation and the University, this scholarship annually covers the cost of tuition. The Merit-Based Scholarships Application is due January 1.

The *Merit Supplemental Scholarship* is awarded to entering first-year students showing exceptional promise and leadership

potential who are members of constituencies traditionally underrepresented in the College. The Merit-Based Scholarships Application is due January 1.

The *Presidential Scholarship for Distinguished Achievement,* valued at $11,200 annually, is awarded to up to twenty entering first-year students based on exceptional talent in art, community service, dance, debate, entrepreneurship, leadership, music, theatre, and writing. A separate application is due December 1.

The *Annenberg Presidential Scholarship,* as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership, with preference to students who express strong communication skills, such as in the areas of writing or debate.

The *Ceruzzi Presidential Scholarship,* as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The *Kitty Green Presidential Scholarship,* as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The *Louise Patton Hearn Scholarship* for Human Service, as part of the Presidential Scholarships for Distinguished Achievement program, assists students who have demonstrated exceptional service to improve others' well-being and who show interest and potential in leading others to make similar contributions to humanity.

The *J. Everett Hunter Family Presidential Scholarship,* as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership, with preference to students with a strong commitment to community service.

The *Strobel Presidential Scholarship,* as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The *Thorkelson Presidential Scholarship,* as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The *William Louis Poteat Scholarship,* valued at $11,200 annually, is awarded to up to twenty entering first-year students who are active members of a North Carolina Baptist church and are likely to make significant contributions to church and society. Financial need is a significant factor in the selection of most recipients. A separate application is due January 1.

The *Ben T. Aycock Jr./Minta Aycock McNally Scholarship* supports the William Louis Poteat Scholarship program.

The *Rev. Benjamin S. Beach Scholarship* supports the William Louis Poteat Scholarship program.

The *Rev. Edgar Douglas & Jean Sholar Christman Scholarship,* established by the Ministerial Council of Wake Forest University, supports the William Louis Poteat Scholarship program.

The *Ivey L. Cockman Jr. & Claudia G. Cockman & Daniel L. Gore & Roberta Clyde Edwards Gore Scholarship* supports the William Louis Poteat Scholarship program.

The *H. Max Craig Jr. Scholarship,* established by Winfred Norman Hasty Jr., supports the William Louis Poteat Scholarship program.

The *Nathan D. Dail Scholarship,* established by Robert L. & Barbara D. Whiteman, supports the William Louis Poteat Scholarship program.

The *Evans Family Scholarship,* established by Ernest L. & Austine O. Evans, supports the William Louis Poteat Scholarship program.

The *W. D. & Alberta B. Holleman Memorial Scholarship* supports the William Louis Poteat Scholarship program.

The *E. Glen & Joyce Holt Scholarship* supports the William Louis Poteat Scholarship program.

The *Walter & Eva Reynolds Scholarship* supports the William Louis Poteat Scholarship program.

The *Roy & Doris Smith Scholarship* supports the William Louis Poteat Scholarship program.

The *Minnie & Fred Stone Scholarship* supports the William Louis Poteat Scholarship program.

The *Army Reserve Officers' Training Corps (AROTC) Scholarships* are awarded for academic and personal achievement and pay annually $20,000 for tuition; a flat rate for texts, equipment, and supplies; and a subsistence allowance. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The *Dr. George E. & Lila C. Bradford Scholarship,* valued at full tuition annually, is awarded to an outstanding entering first-year student with an intent and capacity to prepare for a career in medicine. Scholars may receive up to $2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due January 1.

The *Junius C. & Eliza P. Brown Scholarships* assist needy and worthy residents of North Carolina, with preference to residents of Rockingham County, NC. For entering first-year students, the Merit-Based Scholarships Application is due January 1.

The *Robert P. & Dorothy Caldwell Scholarship* is awarded to entering first-year students based on academic achievement, leadership, community service, and a commitment to helping others. A portion of these funds gives preference to needy students from Gaston and Catawba, NC counties. The Merit-Based Scholarships Application is due January 1.

The *Gary Franklin Culler Scholarship* is awarded to entering first-year students based on ability and leadership potential, with preference to students from High Point, NC. The Merit-Based Scholarships Application is due by January 1.

The *Egbert L. Davis Jr. Scholarship* is awarded to entering first-year students from North Carolina demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable based on a B average, exemplary personal conduct, and participation in the religious life of the University. The Merit-Based Scholarships Application is due January 1.

The *George Foster Hankins Scholarships* assist needy and worthy residents of North Carolina or children of alumni/ae living in other states with preference to residents of Davidson County, NC. For entering first-year students, the Merit-Based Scholarships Application is due January 1.

The *Heritage Scholarship* is awarded to needy entering first-year students who represent the traditional constituency of the student body and who show outstanding academic achievement or potential, a high degree of intellectual curiosity, the enthusiasm and courage to take advantage of a college opportunity, a sense of service and social responsibility, and perhaps special talent in some aspect of the liberal arts.

The *Holding Scholarship,* valued at up to full tuition annually, is awarded to an entering first-year student from North Carolina (with strong preference to eastern North Carolina) demonstrating strong academic talent and exceptional promise in civic leadership. Scholars may receive up to $2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *Marcus C. Miller Scholarship* is awarded to an entering first-year student who has demonstrated innovative use of information technology. The Merit-Based Scholarships Application is due January 1.

The *Leroy & Teresa Robinson Scholarship* is awarded to entering first-year students from the high schools in Montgomery County, NC, based on academic achievement, diligence, integrity, character, and leadership. The Merit-Based Scholarships Application is due January 1.

The *K. Wayne Smith Scholarship* is awarded to needy entering first-year students, with preference to residents of Catawba, Burke, Caldwell, and Alexander Counties, NC, and to children of full-time employees of OCLC, Inc. of Dublin, Ohio. The Merit-Based Scholarships Application is due January 1.

The *Zachary T. Smith Leadership Scholarship,* established by the Z. Smith Reynolds Foundation, is awarded to needy entering first-year students from North Carolina with outstanding leadership evidence and promise, often to reduce loan expectations.

The *Kenneth Monroe Tucker Scholarship* is awarded to entering first-year students, with preference to students from Wilkes, New Hanover, or Brunswick Counties, NC. The Merit-Based Scholarships Application is due January 1.

The *Wake Forest National Merit Scholarship* is awarded to four entering first-year students selected by the scholarship committee. The annual value is $750, and can increase up to $2,000 based on demonstrated need. To be considered, students must designate Wake Forest as their first-choice college in the NMSC testing program.

The *O.W. Wilson Scholarship,* valued at full tuition annually, is awarded to an entering first-year student with superior records and excellent potential. Scholars may receive up to $2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The *Page W. Acree Humanities in Science Scholarship* assists students majoring in chemistry, physics, biology, mathematics, or computer science, who have career objectives in medicine or science-related fields that require human service, and who wish to take unrequired academic work in the humanities. A separate application to the dean of the College is required.

The *Matthew James Alexander Scholarship* assists needy students in the Wake Forest Dijon, France, program.

The *Charles I. & Louise Allen Scholarship* assists students planning medical careers, based on ability and need.

The *Alumni & General Scholarship* assists students selected by the scholarship committee.

The *Theresa Mae Arnold Scholarship* is awarded based on ability and need.

The *Camillo Artom Fund for Italian Studies* assists well-qualified, needy students. A separate application to the provost is required.

The *Baker-Martin Scholarship* assists needy students who have earned their high school diploma in North Carolina and whose parents (one or both) are employed in education or government. Preference is given to residents of Cabarrus or Nash, Counties, NC.

The *Hubbard & Lucy Ball Scholarship* is awarded based on ability and need.

The *Bank of America Leadership Scholarship* assists students majoring in the Calloway School of Business and Accountancy and the Department of Economics, with preference to needy students and to students who help achieve and sustain the diversity of the student body. Application is made through the Wayne Calloway School of Business and Accountancy and the Department of Economics.

The *Donald Alan Baur Memorial Scholarship* is awarded based on leadership, dedication, competitiveness, and citizenship, with preference to members of Sigma Chi Fraternity.

The *Gaither M. Beam Sr. Scholarship* is awarded based on ability and need, with preference to residents of Franklin County, NC.

The *George M. & Daisy Olive Beavers Scholarship* assists one student on the basis of leadership, citizenship, and character.

The *James Wallace Beavers Scholarship* assists first-year students and may be renewed for three years of undergraduate study.

The *Becton Family Scholarship* assists a premedical student based on ability and need, with first preference to students from Augusta, GA, and second to other students from Georgia.

The *J. Irvin Biggs Scholarship* is awarded based on ability and need, with preference to students from Lumberton or Robeson Counties, NC.

The *Blackbyrd Scholarship* assists a chemistry major, with preference to the student having the second highest overall grade point average.

The *Jean Boatwright Scholarship* assists students from middle income families, with preference to students who have exhibited strong community service.

The *John W. Boatwright Scholarship* is based on leadership. Need may be a consideration but not a required or controlling factor.

The *Ann Levitt Brenner Scholarship,* established by M. Van Brenner, Richard A. and Felice R. Brenner, and Lawrence M. and Sally B. Wolfish, assists needy students, with preference to females who do not receive an athletic scholarship.

The *B. Macon Brewer Scholarship* assists undergraduate students. Need may be a consideration but not a required or controlling factor.

The *Robert C. Bridger Jr. Scholarship* assists a senior major in the Wayne Calloway School of Business and Accountancy, based on ability and need, with preference to residents of Bladen County, NC. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Thomas H. Briggs Scholarship* assists deserving students.

The *William D. Brigman Scholarship* assists a student in the Wayne Calloway School of Business and Accountancy based on ability and leadership. Application is made through

the Wayne Calloway School of Business and Accountancy.

The *H. Grady Britt Scholarship* assists students in the Department of Biology.

The *Claude U. Broach Scholarship* gives preference to students from St. John's Baptist Church of Charlotte, NC.

The *Gov. J. Melville & Alice W. Broughton Scholarship* assists a North Carolina student based on ability and need.

The *Paul Clark Brown Jr. Memorial Scholarship* assists a needy student studying at the Worrell House.

The *Dean D. B. Bryan Memorial Scholarship* is awarded based on ability and need to students planning a career in education. Recipients must work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The *Jack Buchanan Scholarship* is awarded based on ability and need, with preference to students from western North Carolina planning a business major.

The *Julian W. & Martha B. Bunn Scholarship,* established by Thomas W. & Gail W. Bunn, assists needy North Carolinians attending the Wayne Calloway School of Business and Accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Lib & Joyner Burns Scholarship* is awarded based on ability and need, with preference first to students having a physical handicap and second to students from Forsyth or Guilford Counties, NC.

The *D. Wayne Calloway Scholarship* assists students attending the Wayne Calloway School of Business and Accountancy Summer Management Program for liberal arts majors. Application is made through the Wayne Calloway School of Business and Accountancy.

The *John Douglas Cannon Scholarship* assists first-year students based on ability and need, with preference to students from Rock Hill, SC.

The *James Lee Carver Memorial Scholarship* assists needy students with preference to residents of Oxford Orphanage in Oxford, NC.

The *J. D. Cave Memorial Scholarship* assists a North Carolina male student who demonstrates character, a willingness to grow intellectually, and need.

The *Neal M. Chastain Memorial Scholarship* assists a senior business major exhibiting ability and Christian ideals. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Chi Rho Scholarship* assists members of the Christian men's a capella group Chi Rho, based on merit, leadership, dedication to Chi Rho, and a strong commitment to Christ.

The *W. H. & Callie Anne Coughlin Clark Scholarship* gives preference to needy students.

The *Cobb Foundation Scholarship* is awarded based on ability and need, with preference first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance Counties, NC.

The *Elton C. Cocke Memorial Scholarship* assists outstanding students majoring in biology.

The *Wake Forest College Scholarship* assists students with satisfactory academic records and need.

The *Johnnie Collins III Drama Scholarship* assists a first-year student showing promise for success in professional entertainment.

The *William & Susan Collins Scholarship* assists students from the Commonwealth of Virginia, with preference to students from certain counties and cities in southwestern Virginia.

The *Julius Harshaw Corpening & Julius Shakespeare Corpening Scholarship* assists needy students, with preference to residents of Burke County, NC, and Lancaster County, SC.

The *Howard F. & Ruby C. Costello Scholarship* assists needy students.

The *Cotman-Proctor Scholarship* assists a needy student representing those students historically underrepresented at the University.

The *O. B. Crowell Memorial Scholarship* is awarded based on character, need, and promise.

The *Eleanor Layfield Davis Art Scholarship* assists a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The *Mrs. Paul Price Davis Scholarship* assists North Carolina students, with preference to residents of Baptist Children's Homes of North Carolina.

The *Thomas H. Davis Business Scholarship* assists a senior business major based on academic achievement, need, and potential for business leadership. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Otis William Deese Presidential Scholarship* is awarded to needy students as a supplement to the Presidential Scholarships for Distinguished Achievement.

The *John & Margaret Newett Dixon Scholarship* assists needy students, with preference to students pursuing a master's degree in accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Justus & Elizabeth S. Drake Scholarship* assists an English major with ability and need, upon the recommendation of the English department.

The *Barry & Ann Griffin Driggs Scholarship* assists juniors or seniors majoring in mathematics, with preference to those with need, a meritorious academic record, and an interest in applied mathematics.

The *Kate Dunn–Florence Weaver Scholarship* primarily assists North Carolinians, with preference to women whose college careers have been interrupted by causes beyond their reasonable control, and based on academic performance, diligence, integrity, character, and leadership.

The *Fred H. Duvall Scholarship* assists needy students.

The *Dean Robert Dyer Scholarship Fund for International Students* assists students from countries other than the United States of America. Application is made through the Center for International Studies.

The *Eddins Family Scholarship* assists students based on ability, character, integrity, leadership, and a desire to make a contribution in their communities, with first preference to residents of Stanly County, NC, and second preference to students from North Carolina and South Carolina.

The *Amanda Edwards Memorial Scholarship* assists needy students with travel expenses for study abroad in the Wake Forest Venice program, with preference to students with demonstrated commitment to community service and volunteerism.

The *Ernst & Young International Scholarship* assists an accountancy student or

rising accountancy student in the master of science in accountancy program. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Douglas Esherick Scholarship* assists a member of the Sigma Chi fraternity.

The *Eubank Scholarship* assists needy students from low and middle income families and students who are in the first generation of their families to attend college.

The *James Grady Faulk Scholarship* assists needy North Carolinians, with preference to residents of Union County.

The *First Citizens South Carolina Scholarship* assists needy students who have been residents of South Carolina for at least the previous five years before entering Wake Forest.

The *Theodore & Freda Fisher Scholarship* assists North Carolina students with need and with grade point averages in the C and low B categories.

The *Bobbie Fletcher Memorial Scholarship* is awarded based on ability and leadership to a female from North Carolina, possessing the qualities of kindness, thoughtfulness, unselfishness, patience, and determination. Preference is given to needy students.

The *Lecausey P. & Lula H. Freeman Scholarship* assists a needy non-senior whose home is within the West Chowan Baptist Association of North Carolina, with preference to Bertie County students. Residents of the Roanoke Association may also be considered.

The *Wallace G. Freemon Memorial Scholarship* assists needy premedical students.

The *F. Lee Fulton Scholarship* is based on leadership, citizenship, character, ability, and need.

The *James Walker Fulton Jr. Scholarship* is awarded based on need and merit, with preference to students who meet one or more of the following conditions: North Carolina resident, evangelical Christian, member of Kappa Alpha, or varsity basketball player.

The *Gaddy Scholarship* assists needy North Carolina students, with preference to residents of Anson, Union, and Wake Counties.

The *Lewis Reed Gaskin Scholarship* is awarded based on ability and potential as a physician.

The *Daniel Eugene & Beulah B. Gatewood Scholarship* assists an undergraduate accountancy major based on merit and need. Application is made through the Wayne Calloway School of Business and Accountancy.

The *A. Royall Gay Scholarship* is awarded based on scholarship, character, and high ideals, with preference to residents of Youngsville, NC.

The *James W. Gill Scholarship* gives preference to students from Montgomery and Prince Georges Counties, MD.

The *Samuel T. Gladding Scholarship* assists students based on merit, leadership, and community service, with preference to students from Alabama.

The *Eugene Basil Glover Memorial Scholarship* is awarded based on ability and need, with slight preference to students from Halifax County, NC.

The *Wallace Barger Goebel Scholarship* is based on ability and need, with first preference to a student interested in literature, second preference to a student interested in history, and third preference to a student enrolled in the premedical program.

The *Edward H. Greason Scholarship* assists needy students, with preference to residents of Wake County, NC.

The *Kitty Green & Hobart Jones College Scholarship* assists needy students.

The *George Washington Greene Memorial Scholarship* assists the rising senior in the Delta Chapter of Phi Beta Kappa who has the highest academic average, upon the recommendation of the chair of Delta Chapter.

The *Kelley & Margaret Griffith Baptist Student Union Fund* assists student members of the Baptist Student Union.

The *Stanley McClayton Guthrie Scholarship* assists a needy student, with preference to students from Halifax County, VA, then to children of Wake Forest alumni.

The *David Hadley/Worrell House Scholarship* assists a student in the Wake Forest London program who would incur excessive financial sacrifices without the scholarship.

The *John Locksley Hall Scholarship* assists needy North Carolinians interested in business careers, with preference to intercollegiate athletes.

The *Fuller Hamrick Scholarship* assists students from the Mills Home in Thomasville, NC.

The *George G. & Georgine M. Harper Scholarship* assists students with potential and need, with preference to North Carolinians.

The *Henry Russell & Clara Stephenson Harris Scholarship* assists a senior business major who plans to pursue a career in banking, based on ability and need. Application is made through the Wayne Calloway School of Business and Accountancy.

The *M. Elizabeth Harris Music Scholarship* assists a music major, based on ability and need, with preference to a student whose primary interest is church music.

The *William R. Hartness Jr. Scholarship* assists needy North Carolinians.

The *Margaret S. Hasty Memorial Scholarship* assists female students based on ability and need, and is renewable if the student places in the upper third of her class.

The *Thomas K. Hearn Jr. Fund for Civic Responsibility* recognizes and promotes civic responsibility and leadership among students.

The *Elizabeth Hawks Herring Scholarship* assists needy and meritorious students, with preference to sociology majors.

The *Hixson Fund* provides assistance to students in the Wake Forest London program.

The *Frank P. Hobgood Scholarship* assists students based on character, purpose, intelligence, and need, with preference to students who plan to enter the ministry, do religious work, become teachers or lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The *J. Sam Holbrook Scholarship* assists needy students.

The *Forrest H. Hollifield Scholarship* assists upperclass students with evidence of character and need, with preference to natives of Rowan and Rutherford Counties, NC, and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The *Murray A. Honeycutt Scholarship* assists a needy male student.

The *Horton Family Scholarship* assists needy students, with preference to North Carolinians with demonstrated serious

academic ability and dedication, and commitment to civic or volunteer work or a particular talent in the arts or athletics.

The *Hubert Humphrey Studies Abroad Scholarship,* based on need and merit, assists students in the Wake Forest programs in London, Venice, or Vienna.

The *Jeanette Wallace Hyde Scholarship* is based on need and ability, with preference to female students from Yadkin County, NC, who are political science majors or are planning to pursue a career in social work or guidance counseling.

The *Stanton B. Ingram Scholarship* assists needy students, with preference first to students from Alabama, and second to students from Mississippi, Georgia, Louisiana, Tennessee, or Florida.

The *Japan Foundation Grants* for study in Japan are available through application with the Center for International Studies.

The *H. Broadus Jones Scholarship* assists a rising senior student showing superior achievement in English and outstanding character.

The *Jones-Holder Business Scholarship* assists a rising senior business major. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Dyeann B. & Henry H. Jordan II Theatre Scholarship* assists theatre majors. Application is made through the theatre department.

The *John Council Joyner Sr. Scholarship* is awarded based on merit and need to a North Carolinian.

The *Rhoda C. & Davin E. Juckett Scholarship* assists needy students with a GPA of at least 2.8

The *Jay H. Kegerreis Scholarship* assists continuing students having a 3.0 grade point average, high moral character, and a willingness to work diligently and to make personal sacrifices to attend college.

The *J. Lee Keiger Sr. Scholarship* assists North Carolinians with preference to students from the ALLTEL-Carolina Telephone Company service region.

The *Senah C. & C. A. Kent Scholarships* are awarded on the basis of leadership, merit, and need. The scholarship committee nominates recipients and provides an application to be submitted to the Kent Foundation.

The *George Yancey Kerr & Albert Yancey Kerr Scholarship* assists needy students.

The *Alice Caldwell Ketner Scholarship,* established by Henry Ernest Ketner, assists needy students, with preference to males from Rowan and Cabarrus Counties, NC.

The *Connie Williams King Scholarship* assists residents of Nashville, TN, or Davidson County, TN, with preference to needy students.

The *Kirkpatrick-Howell Memorial Scholarship* assists members of the Sigma Chi Fraternity, or other students upon recommendation by the Kirkpatrick-Howell Memorial Scholarship Board.

The *Krahnert-Cantin Family Scholarship* assists needy students, with preference to residents of North Carolina or New Jersey who have indicated that Wake Forest is their preferred choice.

The *Roena B. & Petro Kulynych Scholarship* assists needy students, with preference first to students from Wilkes County, NC, and second to students from Avery County, NC.

The *Kutteh Family Scholarship* assists needy students with strong preference first to students from Iredell County, NC, and second to students from its contiguous counties.

The *Randall D. Ledford Scholarship* assists physics majors.

The *E. Carwile & Garnette Hughes LeRoy Scholarship* assists needy students from Bertie, Chowan, Currituck, Dare, Hertford, Hyde, Gates, Martin, Northampton, Perquimans, Pasquotank, Tyrell, or Washington Counties, NC.

The *Charles L. Little Scholarship* assists students with ability and need.

The *Thomas D. & Betty H. Long Scholarship* assists needy students, with preference to those from Person County, NC, and second to other North Carolinians.

The *Lowden Family Scholarship* assists needy students with preference first to students from Montgomery County and second to students from Anson, Stanly, Davidson, Randolph, Moore, or Richmond Counties, NC.

The *Lowe's Food Scholarship* assists students in the Wayne Calloway School of Business and Accountancy on the basis of merit and with preference to students from North Carolina and Virginia. Application is made through the Wayne Calloway School of Business and Accountancy.

The *MacAnderson Scholarship* assists students studying a foreign language, preferably at a university in Europe. Application is made through the financial aid office.

The *Dr. George C. Mackie Sr. Scholarship* assists junior and senior premedical students based on need and merit.

The *Heather Ann Maier Scholarship* assists needy Christian students, with preference to female students from Maryland, Delaware, Pennsylvania, New Jersey, New York, Connecticut, or the District of Columbia, who are interested in pursuing a career in a business-related field.

The *Elton W. Manning Scholarship* assists students based on need and merit, with preference to students from eastern North Carolina.

The *Lex Marsh Scholarship* assists North Carolinians based on need and merit.

The *James Capel Mason Scholarship* assists worthy students.

The *Burke M. McConnell Management Excellence Scholarship* assists the senior in the Wayne Calloway School of Business and Accountancy with the highest grade point average. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Wilma L. McCurdy Memorial Scholarship* is awarded on the basis of character, academic standing, and need.

The *Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship* assists a music student. Application is made to the Department of Music.

The *James McDougald Scholarship* assists students first from Robeson County and second from Scotland County, NC, on the basis of leadership and ethics, academic preparation, desire, community pride, and financial need.

The *McGladrey & Pullen Scholarship* assists a senior accountancy major based on merit, need, and interest in public accounting. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Robert A. & Margaret Pope McIntyre Scholarship* gives preference to students from Robeson County, NC.

The *Bernard F. McLeod Jr. Scholarship* assists students from middle income families, with preference to North Carolinians.

The *Medlin Scholarship* assists students from middle income families with preference to North Carolinians.

The *Jasper L. Memory Scholarship* assists students selected by the Department of Education.

The *Ted & Nancy Meredith Scholarship* assists art majors who are taking, or planning to take, courses or studies in studio art, and who demonstrate strong academic performance, diligence, integrity, character, and leadership. Need is a consideration but not a required or controlling factor.

The *Robert Lee Middleton Scholarship* is awarded based on character, purpose, intelligence, and need, with preference to a student planning to enter the field of literature, accountancy, teaching, or the gospel ministry or other full-time religious work.

The *Mildred Bronson Miller Scholarship* assists students based on leadership, dedication, competitiveness, and citizenship.

The *Gail Sawyer Moore Scholarship,* established by Ernest Linwood Moore, assists North Carolina women.

The *Thomas E. & Ruth Mullen Scholarship,* valued at $1,500 annually, is awarded through the Upperclass Carswell Scholarship Program to outstanding undergraduates with a minimum of one year of academic work at the University. A separate application is due October 15.

The *Charlie & Addie Myers Memorial Scholarship* assists pre-ministerial students or students contributing to Christianity.

The *Hiram Abif Myers III Scholarship* assists a senior from Roswell High School, Roswell, GA, who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The *R. Frank Nanney Scholarship* gives preference first to students from Rutherford County, NC, and second to other North Carolinians.

The *George Thompson Noel, M.D., Memorial Scholarship* is based on ability and need, with preference to students from Cabarrus County and North Carolina.

The *Norfleet Scholarships* assist needy students.

The *North Carolina Contractual Scholarship,* made available by the North Carolina General Assembly through the State Contractual Scholarship Fund, is awarded to needy North Carolinians.

The *Nostitz International Travel Fund* assists students from middle income families, who are studying abroad in a program approved by Wake Forest in London, Vienna, or Venice.

The *Gordon Alexander O'Brien Scholarship* is awarded based on ability and need, with preference to students from Rockingham County, NC.

The *Curtis Eugene Overby Sr. Scholarship* is awarded based on ability, need, and leadership to a North Carolina junior or senior majoring in communication, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell Counties, NC.

The *Dr. James Barry Douglas Palmer Scholarship,* sponsored by the Bristol-Myers Squibb Company, assists needy juniors with a cumulative grade point average of 3.0 or greater who are biology, chemistry or physics majors with special interests in biomedical or biological sciences.

The *Benjamin Wingate Parham Scholarship* is awarded based on ability and need.

The *Parrella Family Scholarship* assists needy students, with preference to students with a career interest in a health profession, and with preference first to students from the Bronx or nearby areas, second to students from New Jersey, third to students from states contiguous to New Jersey, and fourth to students from other middle Atlantic states.

The *Perkins-Prothro Foundation Scholarship* assists needy Texas residents.

The H. *Franklin Perritt III Memorial Scholarship* assists one or more rising sophomores enrolled in the Reserve Officers' Training Corps, based on leadership. Application is made through the Department of Military Science.

The *Thomas F. Pettus Scholarship* is based on merit and need, with preference to North Carolina Baptists.

The *J. Robert Philpott Scholarship* assists needy North Carolinians.

The *Dr. Dorn Carl Pittman & Betty Mitchell Pittman Scholarship* assists students from middle income families, with preference to residents of Alamance County, NC, and second preference to students whose grandparent or parent is a Wake Forest alumnus.

The *Presidential Aide Scholarship* is awarded by the Office of the President.

The *Mark Christopher Pruitt Scholarship* assists a junior or senior premedical student and a member of the Delta Omega Chapter of Kappa Sigma Fraternity, based on need and merit.

The *H. Ray Pullium Scholarship* is awarded based on ability and need, with preference to students from North Carolina Baptist Children's homes.

The *Beulah Lassiter and Kenneth Tyson Raynor Scholarship* assists students in mathematics and English. Application is made through these two departments.

The *Redwine Scholarship* assists needy students.

The *Mark H. Reece Sr. Scholarship,* established by John E. Reece II, assists needy students, with preference to student athletes participating in a varsity sport.

The *Reifler Family Scholarship* assists needy students with artistic ability, with preference first to students who have declared or intend to declare a major in studio art and second to students who have declared or intend to declare a minor in studio art.

The *Oliver D. & Caroline Revell Scholarship* assists needy pre-ministerial students or needy students entering full-time Christian service.

The *Revelle Family Scholarship* assists needy students from Northampton and Hertford Counties, with second preference to students from other areas of northeastern North Carolina.

The *Reynolds North Carolina Scholarship,* established by the Z. Smith Reynolds Foundation, assists needy North Carolinians from middle income families.

The *William & Treva Richardson Scholarship* assists undergraduate students.

The *Roy O. Rodwell Sr. Scholarship* assists a student each year up to the cost of tuition, with preference to North Carolinians.

The *George D. Rovere Scholarship* assists a student planning to become an athletic trainer.

The *Joe & Frances Rowell Scholarship* gives preference to needy and meritorious students from the Bristol, TN, area.

The *William Royall Scholarship* assists classical studies students, with preference to students planning travel to classical sites. Application is made through the Department of Classical Languages.

The *William Lee Rudd & Ruth Crosby Rudd Scholarship* assists worthy and needy students majoring in religion.

The *W. D. Sanders Scholarship* is awarded for language study in Germany or Austria, to sophomores, juniors, or seniors who have completed German 153 or above. The scholarship is designated in order of priority, for summer language study, semester or year programs with the Institute of European Studies (IES), or junior year abroad programs with other institutions. Application is made through the Department of German and Russian.

The *Scales International Studies Scholarship* supports study outside the United States. Application is made through the Center for International Studies.

The *Mark Schurmeier 9/11 Peace Fund* assists undergraduate students who are residents of the U.S., based on merit and need, with preference to students directly affected by the September 11, 2001, terrorist attacks on the U.S., or other victims of political, social, or religious terrorism. The fund may also support student projects, travel, or academic studies dedicated to the reduction or elimination of terrorist activities and the promotion of peace.

The *John Aaron & Vida Lee P. Senter Scholarship* assists North Carolinians based on ability, diligence, integrity, character, and leadership, with preference to residents of Harnett County, NC, and active members of a Baptist church in North Carolina.

The *Emily Crandall Shaw Scholarship in Liberal Arts* is made through the art, English, music, and theatre departments to a student who best exemplifies a diverse interest in literature, art, music, and theatre.

The *Sara Jo Brownlow Shearer Scholarship* is awarded to students specializing in areas of learning disabilities.

The *Franklin R. Shirley Debate Scholarship* assists students with debate experience who successfully participate in the University's debate program.

The *Daniel R. & Barbara F. Shouvlin Scholarship* assists students who help achieve and sustain the diversity of the student body.

The *Adelaide Alexander Sink Scholarship* assists students from middle income families, with first preference to Florida residents who will help achieve and sustain the diversity of the student body, and second preference to similar residents of other states.

The *Kester A. Sink Scholarship* assists students from middle income families who are residents of Surry County, NC.

The *John William Slate, M.D., Scholarship* assists premedical students, with preference to those from western North Carolina.

The *Joseph Pleasant & Marguerite Nutt Sloan Memorial Scholarship* is awarded to an applied music student based on ability and need. Application is made through the Department of Music.

The *Fred Smith Company Scholarship* assists needy students from Johnston County, NC.

The *Ann Lewallan Spencer & Lewallan Family Scholarship* assists needy children of alumni.

The *William K. Stamey Scholarship* assists needy students from North Carolina and other nearby areas of the University's historic constituency.

The *William G. Starling Scholarship* assists needy students based on their ability,

character, integrity, leadership, and desire to make a contribution to the community in which they live.

The *C.V. Starr Foundation Scholarship* assists needy students.

The *Gilbert T. Stephenson Scholarship* is based on ability and need to a student from Kirby Township or Northampton County, NC.

The *Sigmund Sternberger Scholarship* assists needy North Carolinians, with preference to students from Greensboro and Guilford County, NC.

The *John Belk Stevens Scholarship in Business* assists senior business majors with particular interests in retailing or marketing. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Edna & Ethel Stowe Scholarship* gives preference to female students with a physical disability.

The *J.W. Straughan Scholarship* assists needy students, with preference to students from Duplin County, NC, who are interested in pursuing a medical career (especially in the field of family practice).

The *Study Abroad Scholarship* assists students with a minimum 3.0 grade point average through application with the Center for International Studies.

The *Robert L. Sullivan Fund* may be used to assist students in the biology major.

The *Amos Arthur Swann Scholarship* assists needy students from Sevier County, TN, or other Tennessee counties.

The *Ralph Judson Sykes Scholarship* assists North Carolinians based on need, moral character, and Christian fellowship.

The *Saddye Stephenson & Benjamin Louis Sykes Scholarship* is awarded based on Christian character, academic proficiency, and need, with preference to first-year students from North Carolina.

The *Walter Low Tatum Scholarship in Mathematics* provides in alternate years a renewable merit scholarship. The stipends of $500 each for the first two years are replaced by $5,000 awards in each of the last two years, provided that the recipient fulfills the expectation to enroll in and maintain a major in mathematics.

The *Augustine John Taylor & Roby Ellis Taylor Accountancy Scholarship* assists accountancy students, with preference to students with a permanent residence within fifty miles of Winston-Salem. Application is made through the Wayne Calloway School of Business and Accountancy.

The *H. Howell Taylor Jr. Risk Management Scholarship* assists students interested in a career in risk management. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Russell Taylor Scholarship* assists an entering first-year student with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, NC.

The *Thomas C. Taylor Scholarship Fund for International Studies* assists accountancy majors studying outside the United States, or studying international studies within the United States, based on integrity, compassion, cooperativeness, and a record of academic achievement. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Teague Scholarship* assists needy students interested in entrepreneurism. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Fred N. Thompson Sr. Scholarship* assists needy students, with preference to residents of Virginia counties south and east of the city of Richmond.

The *Lowell & Anne Smith Tillett Scholarship* assists students studying in, or whose residence is located in, Central and Eastern Europe, Russia, and other countries in the former Soviet Union. Application is made through the Center for International Studies.

The *Harold Wayland & Nelle Futch Tribble Scholarship* assists students with superior academic ability.

The *George Nelson Turner Scholarship* assists students based on leadership ability and merit, with preference to those from North Carolina, who graduated from a public high school, who were academically ranked in the top third of the high school class, who lettered in a varsity sport while attending high school, and who participate in Christian religious and community service activities. Need is a consideration but not a required or controlling factor.

The *Tyner-Pitman Scholarship* assists needy North Carolinians.

The *Captain Mario G. & Katrina Tanner Vangeli Memorial Scholarship* assists students studying Italian in the Department of Romance Languages.

The *Howard C. Vaughan Scholarship,* assists needy students, with preference to those from the North Carolina counties of Northampton, Gates, Chowan, Hertford, Bertie, Martin, and Halifax.

The *R. Stanley Vaughan/Pricewaterhouse-Coopers Scholarship* assists accountancy majors and students enrolled in the master's program in accountancy, with preference to fourth-year students. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Venable Scholarship* assists students with academic ability and leadership potential, with preference to descendents of Nora M. Venable.

The *Wake Forest Cultural Diversity Scholarship,* established by Linda J. Gamble, assists students whose residence is outside of the United States, based on academic ability and potential to add to the diversity and cultural awareness of the Wake Forest community.

The *Gerald C. Wallace Jr. Scholarship* assists needy students from North Carolina, South Carolina, and Georgia.

The *Mitchell W. Wallace Scholarship* gives preference to North Carolinians. Need is a consideration, but not a required or controlling factor.

The *Brian James Watkins Scholarship* assists students based on demonstrated leadership ability, community involvement, and character, with preference to students from North Carolina, Mississippi, and Delaware.

The *Watkins-Richardson Scholarship* assists students from the southeastern United States with academic ability and leadership potential. Awards are renewable provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The *Weir Family Scholarship* assists needy students.

The *J. Andrews White Scholarship* assists deserving students.

The *James G. White Memorial Scholarship* assists needy students with academic performance in the upper half of their class.

The *Alexander Hines Whitley Jr. Scholarship* assists qualified students.

The *A. Tab Williams Scholarship* assists needy North Carolinians.

The *Graham & Flossie Williams Scholarship,* established by James T. Williams, gives preference to needy students from Yadkin County, NC.

The *Jesse A. Williams Scholarship* gives preference to deserving students from Union County, NC.

The *Leonidas Polk Williams Sr. Scholarship* assists students from Chowan, Camden, and Pasquotank Counties, NC, on the basis of merit.

The *John G. Williard Scholarship* assists middle income students, with preference to students from Davie County, NC.

The *James Bennett Willis Scholarship* gives preference to needy North Carolina Baptist students interested in the ministry and Christian education. Application is made through the Department of Religion or the Department of Philosophy.

The *Marie Thornton Willis & Miriam Carlyle Willis Scholarship* gives preference to needy North Carolina Baptist students interested in music ministry.

The *Charles Littell Wilson Scholarship* assists needy students.

The *Ellis & Helen Wilson Scholarship* assists needy students, with preference to those from central Florida.

The *O. W. Wilson-Yancey County Scholarship* assists needy students from Yancey County, NC, with excellent academic records.

The *Phillip W. Wilson/Peat Marwick Memorial Scholarship* assists a senior accountancy major with demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accountancy profession. The recipient must also be in the top fifth of his or her class based on a grade point average within the Wayne Calloway School of Business and Accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

The *Dr. B. L. & Betty Ferrell Woodard Scholarship* assists needy students as part of the Hankins Scholarship program, with first preference to applicants attending North Johnston High School in Kenly, NC, second preference to residents of Johnston County, NC, third preference to residents of a county contiguous to Johnston County, and fourth preference to North Carolina residents.

The *William H. & Anne M. Woody Memorial Scholarship* is awarded based on character, scholastic achievement, and need, with preference to students from Person County, NC, and to students intending careers in medicine, education, and ministry.

The *William Luther Wyatt III Scholarship* assists needy students with interest and ability in biology, with preference to a male student entering the junior year.

The *Leon Wilson Wynne & Mary Ferebee Wynne Scholarship* assists needy students, with first preference to residents of Martin County, NC, and second preference to residents of the North Carolina counties of Beaufort, Bertie, Camden, Chowan, Craven, Currituck, Dare, Edgecombe, Gates, Greene, Halifax, Hertford, Hyde, Johnston, Lenior, Nash, Northampton, Pamlico, Pasquotank, Perquimans, Pitt, Tyrrell, Washington, Wayne, and Wilson.

The *Matthew T. Yates Scholarship* assists needy children of missionaries of the International Mission Board of the Southern Baptist Convention. Applicants should

notify the Office of Student Financial Aid of their eligibility to be considered.

## Federal Financial Aid Programs

The federal government, through the Department of Education, sponsors a number of aid programs for education. Among these programs are Federal Pell Grants, Federal Supplement Educational Opportunity Grants (FSEOG), Federal Work-Study (FWS), Federal Perkins Loans, and Federal Family Education Loans (including Federal Stafford Loans, both subsidized and unsubsidized, and PLUS Loans).

To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress.

Federal aid programs are described more fully in the Wake Forest University brochure "Undergraduate Need-Based Aid Information," and in the federal publication "The Student Guide," available upon request from the financial aid office.

## Exchange Programs and Scholarships

The *German Exchange Scholarship,* established in 1959 with the Free University of Berlin, assists a junior student with at least two years of college German or the equivalent. Application is made through the Department of German and Russian.

The *Italian Exchange Program*, established with the University of Ca'Foscari in Venice, Italy, is offered to one student for two semesters or two students for one semester each. Students must apply for the fall or spring semesters of their junior year, or for the fall semester of their senior year. Application is made through the Department of Romance Languages.

The *Spanish Exchange Scholarship*, established with the University of Burgos in Spain, may assist four students for one semester's study each or two students for two semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Application is made through the Department of Romance Languages.

The *French Exchange Scholarship,* established with the University of Burgundy, France, assists a graduating senior who receives a two-semester graduate teaching assistantship at a lycée chosen by the French Ministry of Education. Application is made through the Department of Romance Languages.

## Loans

The *James W. Denmark Loan*, established in 1875, assists qualified students.

The *Hutchins Student Loan* assists needy students.

The *Grover & Addy Raby Loan* gives preference to applicants from the First Baptist Church of Tarboro, NC.

The *Sidney G. Wallace Loan* gives preference to students studying at a Wake Forest-sponsored or approved overseas program.

## Other Aid Programs

*Children and spouses of pastors of North Carolina Baptist churches* receive an annual $800 concession if they are the children or spouses of (1) ministers, (2) missionaries of the International Missions Board of the Southern Baptist Convention, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive an annual $150 concession if their parents make a living chiefly by the ministry and they have demonstrated need.

*Church Volunteer Scholarships* of $200 per semester assist students wishing to mentor with a church near the Wake Forest campus. Application is made through the associate University chaplain.

*Ministerial students* receive an annual $800 concession if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus four percent interest, in the event they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

The *North Carolina Legislative Tuition Grant (NCLTG)* is provided by the North Carolina General Assembly for students who have been legal residents of North Carolina for at least twelve months prior to enrollment at Wake Forest. Residency determinations are made by the financial aid office. Each year's grant amount is subject to an annual appropriation. Grants are reduced by twenty-five percent for those students having already completed 157.5 credits or 140 hours. Amounts listed on award letters are estimates only, and are subject to adjustment when the actual authorized grant is determined. Students are responsible for any difference between the estimated and actual amounts.

To be eligible each semester, a student must enroll in a minimum of twelve hours or fourteen credits (through October 1 in the fall and through the tenth day of classes in the spring), and must be working toward a first bachelor's degree. A student in the five-year BS/MS in accountancy program is not eligible during the last year of that program. Students (including those studying abroad) must submit an NCLTG application to the financial aid office by the end of the first week of classes of their first semester of each academic year.

An NCLTG application (contained in the Financial Information and Billing Statement packet) is sent in the weeks before enrollment to each first-year student, and to continuing students with permanent North Carolina addresses. Students who believe they are eligible for the grant but do not receive an application may obtain one in the financial aid office; such students may include children of military personnel with North Carolina residency status who live out of state, residents who live near the state line, or residents who have recently moved out of state.

*Student employment* is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. Interested students should contact the financial aid office.

*Veterans' benefits* are administered by the Department of Veterans Affairs in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by Wake Forest University on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans alike, at the end of each scheduled school term.

## Outside Assistance

Students must advise the financial aid office if they receive any assistance from outside organizations, including any local, state, and national scholarship and loan programs. Once need is determined and aid is offered to meet that need, additional aid from any source must be considered a resource available to the student. Wake Forest encourages all students to apply for any outside

scholarships for which they may be eligible; however, by definition additional resources reduce demonstrated need. The gift portion of an original need-based package is reduced by one-half the value of any new outside scholarship (so that total gift assistance is increased by one-half the value of the outside aid). The loan or work portion of a student's aid is reduced as required to prevent total financial assistance from exceeding demonstrated need (or, in the case of federal loan and work programs, from exceeding federal aid eligibility). Recipients of Brown, Carswell, Hankins, and Heritage Scholarships, and others whose entire demonstrated need is met with scholarship funds, have their total awards increased by one-half the value of the outside scholarship; the remaining one-half is considered a student resource in subsequent years. In no case may the total aid award exceed the cost of attendance.

Outside scholarship donors should include the name and social security number of the intended recipient, as well as the term(s) for which the scholarship is intended, on the face of the check. Checks should be made payable to Wake Forest University (or co-payable to Wake Forest University and the student) and sent to the Office of Student Financial Aid, P.O. Box 7246, Winston-Salem, NC 27109-7246. Checks delivered by donors directly to the student should be forwarded by the student to the financial aid office.

# *Special Programs*

Students in the College are encouraged to apply to special programs, both on and off campus, which complement their abilities and interests. These include the programs described below and the special degrees, minors, and concentrations described in the courses of instruction.

## Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under Courses of Instruction. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the first, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of at least 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements are determined by each department.

## Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all core requirements for the degree. The Committee on Open Curriculum selects a limited number of students based on their previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the lower division is designed by the student and his or her adviser.

## Study at Salem College

For full-time students in the fall and spring semesters, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered in the curriculum of the other. An application for the Salem/Wake Forest Exchange Credit program must be approved by the academic adviser and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College under the Exchange Credit program are evaluated as if they were earned at Wake Forest.

Courses that are in the Wake Forest curriculum generally cannot be taken at Salem through this program. In very unusual circumstances, a student may wish to seek the deans' assistance in appealing to the Committee on Academic Affairs.

## Center for International Studies

The Center for International Studies (CIS) provides information on all programs in international studies. Students interested in studying abroad should visit the CIS for assistance and program information. Students seeking credit for non-Wake Forest courses taken overseas for either the summer, semester, or year are required to schedule an appointment with the CIS before they apply to make sure their programs are approved. Once a student is accepted, he or she should obtain a course approval form from the Center. For detailed information on study abroad in a non-Wake Forest program see page 62.

The Center provides various information and services for the international students at Wake Forest. For guidance on INS policies and issues, contact the Center. The Center administers the international studies minor and the global trade and commerce studies minor. The course description section of this bulletin provides full descriptions of both minors.

## International Students

International students can obtain information and assistance in the Center for International Studies.

## Foreign Area Studies

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 69 and the various listings under Courses of Instruction in this bulletin

### *Opportunities for Study Abroad in Wake Forest Programs*

#### Austria (Vienna)

Students have the opportunity to study and live at the Flow House in the 19th District of Vienna (northwest section of the city). Each semester, a faculty director leads a group of fourteen students and offers two courses in his or her respective disciplines. Faculty directors are chosen from a variety of academic departments. In addition, Viennese professors offer courses in the study of the German language (153) or literature (216), Austrian art and architecture, music, or history of Austria and Central Europe. Group excursions to central Europe enhance the learning experience as well as numerous integrative experiences within the city itself. Students selected for the Vienna program are required to have completed Elementary German (111-112 or 113). Further information may be obtained from Larry West in the Department of German and Russian.

#### Benin (Cotonou)

Students who wish to study in Africa are invited to apply for the Wake Forest University program in Benin, West Africa. This three-hour course is designed for the

study of the problems faced by African countries in the process of economic growth and development. Discussions focus on the examination of solutions to those problems. This is an approximately five-week summer program (occurring usually during the first summer session), which combines classroom instruction, field trips and homestay. The program is directed by Sylvain H. Boko, professor of economics. Applications and additional information may be obtained by e-mail at bokosh@wfu.edu.

### Cuba (Havana)

Students interested in an unique study opportunity may apply for a six-week summer program in Cuba. Under the direction of Linda Howe (associate professor of Romance languages), students take intensive courses in Spanish at the University of Havana. Students need not major in Spanish, but one course beyond Spanish 213 or proficiency in the language is required. Courses offered include Afro-Cuban Cultural Expression and Cuban Literature (alternate courses offered periodically). Students in Cuba also participate in a community project for internship credit in Spanish. Additional information may be obtained by e-mail at howels@wfu.edu.

### Mexico (Querétaro)

Students who wish to take either Spanish 113 or Spanish 153 in an immersion setting in Latin America may apply for Wake Forest's summer program in Mexico. This six-week program offers an eight-hour intensive course in Spanish language and the cultures of the Hispanic world. Students who have already taken Spanish 153 or any more advanced course in the language are ineligible for this program. Applications and additional information may be obtained in the Department of Romance Languages.

### England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example, Art 2320. English Art, Hogarth to the Present, and History 2260. History of London, in the course listings of those departments.) Each term, a different faculty member serves as the director of the program, which accommodates fifteen students. Further information may be obtained from Paul Orser, Office of the Dean of the College.

### Italy (Venice)

Students wishing to spend a semester in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693. Venetian Renaissance Art; Italian 2213. Spoken Italian; Italian 215. Introduction to Italian Literature I; Italian 216. Introduction to Italian Literature II; and other courses offered by the faculty member serving as director.) Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Additional information may be obtained from Peter Kairoff, Department of Music.

### France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the Department of Romance Languages,

courses are taken at the University of Burgundy by student groups of varying levels of preparation. (A major in French is not required, but French 219 or its equivalent or any French course above the intermediate level is required.) Students who wish to take either French 113 or French 153 in an immersion setting may apply for Wake Forest's summer program at the University of Burgundy. This six-week program offers an eight-hour intensive course in French language and culture. Applications and additional information may be obtained in the Department of Romance Languages.

### Spain (Salamanca)

Students wishing to study in Spain may apply for a year's or semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying language levels. (Students need not major in Spanish, but one course beyond Spanish 213 is required.) Applications and additional information may be obtained in the Department of Romance Languages.

### China (Beijing)

Students who wish to study in China may apply to participate in the Wake Forest/SASASAAS Program in Beijing, Peoples Republic of China. Offered in the fall semester, the program includes courses in both Chinese language and culture. It is open to students with no previous knowledge of Chinese or to those wishing to continue their study of the language. Additional information may be obtained in the Center for International Studies.

### Japan (Hiratsuka)

For students wishing to study in Japan, Wake Forest offers a fall and/or spring semester at Kansai Gaidai University, which is located near three interesting cities. They are Kyoto, which was the capital of Japan for 1,200 years; Osaka, the largest commercial city; and Nara, the ancient capital of Japan during the 6th century. Numerous courses in a variety of disciplines including business, economics, political science, religion, history, art, and communication are offered in English. Japanese language is offered at all levels. No prior knowledge of Japanese is required.

In the fall semester, a Wake Forest faculty member accompanies the Wake Forest University students and teaches one course. Additional information may be obtained in the Center for International Studies.

### Russia (Moscow)

One or two students wishing to study individually in Russia can apply to spend a fall or spring semester at Moscow State University each year. The requirements are a good academic record and the ability to attend and pass classes that are taught entirely in Russian. For more information, contact William Hamilton, associate dean of the College.

### *Study Abroad in Non-Wake Forest Programs*

Students wishing to study abroad in a non-Wake Forest program must visit the Center for International Studies (CIS) for assistance. The Center maintains a sizable collection of material on a wide variety of overseas programs. All students planning to study in non-Wake Forest programs in other countries for a summer, a semester, or a year are required to attend a study abroad information session. The CIS staff is available to advise students about particular programs. Before students apply, they must obtain approval of the program from the CIS. If the program is not approved, the student will not receive credit for the study abroad program.

Declaration of Intent: All students who wish to study abroad for a summer, semester, or year on a non-WFU approved program must fill out a declaration of intent form. This form must be turned in to CIS in the semester preceding the study abroad summer/semester/year by the established deadline.

Once a student is accepted, she or he is required to fill out a course approval form with the CIS. In no case may a student undertake study elsewhere without completing this process in advance to the satisfaction of the CIS, the registrar, and the academic departments which oversee the granting of credit for each course. Students may not register for fewer than twelve hours in a semester study abroad program without the permission of a dean. Department chairs approve specific courses and the number of credit hours earned for those courses. Students who enroll in, and successfully complete, a semester of full-time approved study abroad as determined by the CIS will receive at least twelve hours of credit.

Grades in non-Wake Forest courses taken abroad are assigned by the institution through which the student takes the course rather than the foreign institution. Students must follow the add/drop policies of the host institution. If the program does not have any relevant policies, the Wake Forest policy is applied. If a student withdraws from a study abroad program, he or she must notify the registrar, and the rules for withdrawal, as stated in this *Undergraduate Bulletin* apply. For more information, consult with the Center for International Studies.

Students may request to have scholarship and financial aid applied to approved non-Wake Forest programs. Scholarships for study abroad are also available. Additional information is available in the CIS and the Office of Student Financial Aid.

## Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. The bachelor of arts degree is conferred with a major in anthropology, art history, studio art, biology, chemistry, classical studies, communication, East Asian languages and cultures, economics, English, French, German, Greek, history, Latin, mathematics, music performance, music history/theory/composition, philosophy, physics, political science, psychology, religion, Russian, sociology, Spanish, or theatre. The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and exercise science, mathematical economics, mathematics, or physics. The bachelor of arts degree is available with a major in elementary education or education with a state teacher's certificate in social studies. The bachelor of science degree may be conferred in combined curricula in engineering, forestry and environmental studies, and medical technology.

The Wayne Calloway School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in accountancy, business, finance, or mathematical business; and offers a five-year program of study leading to a master of science in accountancy in conjunction with a bachelor of science in either accountancy or finance.

A student may receive only one bachelor's degree (either the bachelor of arts or the bachelor of science) from Wake Forest.

## General Requirements

Students in the College have considerable flexibility in planning their courses of study. There are five basic course requirements: two required health and exercise science courses, the writing seminar, one in a foreign language, and a first-year seminar. To complete preparation for more specialized work in a major field or fields, students select courses in each of five divisions of the undergraduate curriculum: (I) The Humanities: Religion, Philosophy, and History; (II) The Humanities: Literatures; (III) The Humanities: Fine and Performing Arts; (IV) The Social and Behavioral Sciences; and (V) The Natural Sciences, Mathematics, and Computer Science. Core requirements (basic and divisional combined) are typically completed in the first and sophomore years and the requirements in the major field or fields are completed in the junior and senior years.

All students must complete (1) the core requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses, for a total of 120 hours. In general, no more than twelve hours toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-121 and 128-129 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. However, majors in music performance and music history/theory/composition may count up to sixteen hours in these courses toward graduation. A cross-listed course may be taken one time for hours toward graduation, unless otherwise specified by the course description.

All students must earn a minimum cumulative 2.0 grade point average in Wake Forest College and the Wayne Calloway School of Business and Accountancy. Of the 120 hours required for graduation, at least sixty must be earned in Wake Forest programs. Once enrolled at Wake Forest, a student may subsequently count, at most, thirty hours of credit from sources other than Wake Forest programs toward the graduation requirement of 120 hours. Except for combined degree curricula, the work of the senior year must comprise courses in Wake Forest programs. Any exceptions must be approved by the Committee on Academic Affairs

Transfer credits will not be used in calculating a student's GPA. This includes non-Wake Forest study abroad programs. However, transfer credits and the grade(s) earned will be recorded on the transcript. Graduation distinctions will be based solely on the Wake Forest GPA.

A student graduates under the requirements of the bulletin of the year in which he or she enters. However, when a student declares a major or minor, the requirements for the major or minor that are in effect at the time of declaration will apply. Such requirements may not be congruent with those stated in a given bulletin. If coursework is not completed within six years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

All requirements must be completed and certified before a student may participate in the commencement exercises. No further entries or alterations may be made toward the undergraduate degree once a student has been graduated.

Seniors must submit an application for graduation for their records to be activated for certification. Information packets are mailed immediately before the fall term to all students classified as seniors. Students who are not enrolled in the fall term, or who do not receive the packet but intend to graduate within the academic year, may request one from the Office of the Registrar. Application forms are due no later than thirty days before graduation.

## Core Requirements

The core requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the first two years.

No core requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session. Core requirements include basic and divisional requirements as described below.

## Basic Requirements

All students must complete five required basic courses (unless exempted through procedures established by the departments concerned):

- **FYS 100** (first-year seminar)
- **English 111** (writing seminar)
- **Foreign language** (literature), one course from among the following:
  - French 213, 213H, 216, or the equivalent
  - Spanish 213, 213H, 217, 218, or the equivalent
  - Italian 215, 216, or the equivalent
  - German 214, 215, or 216
  - Russian 215 or 216
  - Greek 211 or 212
  - Latin 211, 212, 216, or 218
  - Near Eastern Languages & Literatures 211 or 212 (Hebrew)
  - Japanese 211 or 212
  - Chinese 211 or 212

- **Health and Exercise Science** 100 and 101

All students new to Wake Forest who have studied a foreign language in high school must complete foreign language placement. Students will not receive credit for a class at a lower level than the level of their placement on the placement exam, unless they a) register for the class in which they placed; b) attend a few class meetings; c) consult with their professor; and d) successfully appeal their placement to the language placement appeals officers of the department and be reassigned to a lower level course. Students who continue with another foreign language must take a placement test in that one, too; if not during orientation, then before registering for a course in it.

Students whose primary language (the language of instruction in the student's prior schooling) is other than English are exempt from the Basic Requirement in Foreign Language (Literature) and must fulfill Division II requirements with courses whose readings are in the English language: English, classics, humanities (except those courses concentrating on the literature of the student's primary language).

Students whose schooling has been in English but who are fluent in a language not taught at Wake Forest must present college-level credit in the literature of the second language to be exempt from the requirement; the language review committee for international students decides in such cases. If the second language is taught at Wake Forest, the relevant department decides whether the student may complete the requirement in that language or may be regarded as having fulfilled the requirement already. Elective courses in the language or literature of a student's heritage or country of origin are at the discretion of the department offering the course.

## Divisional Requirements

All students must complete courses as specified below in each of the five divisions of the undergraduate curriculum (unless exempted through procedures established by the departments concerned or by participation in the open curriculum). Together with the basic requirements these courses form the core of Wake Forest's undergraduate liberal arts education:

**Division I. The Humanities: Religion, Philosophy, and History** (three courses; no more than one course from each group)

1. **Religion** 101, 102, 103, or 104
2. **Philosophy** 111
3. **History** 101, 102, 103, or 104

**Division II. The Humanities: Literatures** (two courses; no more than one course from any one of the three groups)

1. **English literature** (English 160 or 165)
2. **American literature** (English 170 or 175)
3. **Foreign literature** (other than the course used for the basic requirement)
   - Classical languages
     Greek 211, 212, 231, 241, or 242
     Latin 211, 212, 216, 218, 221, 225, or 226
   - German 214, 215, 216, or 240
   - Chinese 211 or 212
   - Near Eastern Languages & Literatures 211 or 212 (Hebrew)
   - Japanese 211 or 212
   - Romance languages (French or Spanish literature above 213; Italian literature above 215)
   - Russian 215, 216, or 241
   - In English translation:
     Classics 255, 261, 263, or 264
     German 240
     Humanities 213, 214, 215, 216, 217, 218, 219, 221, 222, or 223
     Russian 241

**Division III. The Humanities: Fine and Performing Arts** (one course)

1. **Art** Any 100 level studio art course, or any art history course through 288.
2. **Music** 101, 109, 181, 182, 183, or 209
3. **Theatre** 110 or 112, 150, 255, 260, 261
4. **Dance** 202

**Division IV. The Social and Behavioral Sciences** (three courses, no more than one from any one group)

1. **Anthropology** 111, 112, 113, or 114 or 150
2. **Economics** 150
3. **Political Science** 113, 114, 115, or 116
4. **Psychology** 151
5. **Sociology** 151, 152, 153, or 154
6. **Communication** 100, 113

**Division V. The Natural Sciences, Mathematics, and Computer Science** (three courses, selected from at least two different departments)

1. **Biology** 101 or 111*, 112, 113, 216 (if one course, 101 or 111 is recommended; if two courses, 101 or 111 is strongly recommended as one of the pair.)
   **A student cannot count both Biology 101 and Biology 111 toward the Division V requirement.*
2. **Chemistry** 108, 109, 111, 120, 122. No credit given for more than one chemistry course numbered below 112.**
3. **Computer Science** 101, 111, 112
4. **Physics** 109, 110, 113, 114, 120**
5. **Mathematics** 106, 107, 109, 111, 112, 117

***Credit is not allowed for both Chemistry 120 and Physics 120.*

## Additional Requirements

To prepare students for the demands of technology and globalization, Wake Forest guides undergraduate course selections with three further requirements:

**Cultural Diversity Requirement:** All students must complete at least one course that educates them regarding cultural diversity. This course may be taken at the basic, divisional, or major/minor level or as an elective. Courses qualified to meet this requirement are designated (CD) after their descriptions in this bulletin.

**Quantitative Reasoning Requirement:** All students must complete at least one course that requires quantitative reasoning, either as a qualifying course in Division V, as an elective, or as a major or minor course requirement. All courses meeting the requirement are designated (QR) after their descriptions in this bulletin.

## Requirement in Health and Exercise Science

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case before the end of the second year.

## Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by cc with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous hours in composition.

A student who has been assigned a cc receives a grade of "Not Reported" (NR)

for the course. The student has one semester (understood to be the next semester for which she or he is officially enrolled) in which to work in the Writing Center, revising the coursework to the instructor's satisfaction. Should the student fail to work in the Writing Center, or fail to revise the work to the instructor's satisfaction during the semester of his or her next enrollment, the grade becomes an F unless some action is taken by the instructor. (If extenuating circumstances make it impossible for the student to make significant progress in a semester, the student may appeal to the dean's office for an additional semester of work to remove the NR.) Removal of the deficiency is prerequisite to graduation.

## Declaring a Major

Most students declare a major in the spring of their sophomore year, and should earn at least fifty-five hours prior to the following fall term. Students declare a major through a procedure established between the academic departments and the registrar's office. Information about this process is distributed prior to the designated declaration period. If the student is accepted into the major, the department provides an adviser who assists the student in planning a course of study for the junior and senior years. A department that rejects a student as a major must notify the registrar's office and file a written statement indicating the reason(s) for the rejection with the dean of the College.

Students who need to delay the declaration due to insufficient earned hours or other circumstances should consult the registrar's office.

Students who have earned at least fifty-five hours prior to the designated declaration period and wish to declare a major should consult the registrar's office.

A student wishing to major in accountancy, business, finance, mathematical business, or the master of science in accountancy, should apply to the Wayne Calloway School of Business and Accountancy. (See page 245 of this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the initial declaration, a student may not change from one major to another without the written approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser. At least half of the major must be completed at Wake Forest University.

**Please note:** for credit in the major, courses taken in many programs of study abroad are not automatically equivalent to courses completed at Wake Forest. If a student wishes to take more than half of his or her courses for the major in study abroad programs, he or she must gain prior approval from the chair of the department. Students should check the *Undergraduate Bulletin* for additional departmental requirements for the major. Majors are listed alphabetically under Courses of Instruction in this bulletin.

The following 35 majors are recognized:

accountancy • finance • anthropology • art history • studio art • biology • business • chemistry • classical studies • communication • computer science • East Asian languages and cultures • economics • education • English • French • German • Greek • health and exercise science • history • Latin • mathematical business • mathematical economics • mathematics •

musical performance • musical history/theory/composition • philosophy • physics • political science • psychology • religion • Russian • sociology • Spanish • theatre

## Maximum Number of Courses in a Department

Within the College, a maximum of fifty hours in a major is allowed within the 120 hours required for graduation. For a student majoring in a department with two or more majors, six additional hours in the department but outside the student's major are also allowed.

These stipulations exclude required related courses from other departments. For students majoring in English, English 111 is excluded. For students majoring in a foreign language, elementary courses in that language are also excluded. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

## Options for Meeting Major Requirements

To satisfy graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a single major and a minor, (3) a single major and a double minor, or (4) a double major.
*In addition to these options, a student may complete the requirements of one or more foreign area studies programs and/or any of the Romance languages certificates.*

## Double Majors

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meet all requirements for the major in both departments. A student may not use the same course to meet requirements in both of the majors. The student must designate one of the two fields as the primary major, which appears first on the student's record and determines the degree to be awarded. Only one undergraduate degree will be awarded, even if the student completes two majors.

## Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double major—may choose a minor field from among the following or from the listing of interdisciplinary minors:

anthropology • art history • studio art • astrophysics • biology • chemistry • Chinese • classical studies • communication • computer science • dance • economics • educational studies • professional education • English • French • German • Greek • history • Italian • Japanese • journalism • Latin • mathematics • Middle East and South Asia studies • music • philosophy • physics • political science • psychology • religion • Russian • sociology • Spanish • statistics • theatre

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

A student may count no more than six hours of credit from the major requirements toward a single minor; if a student declares two minors, the student may count no more than a total of six hours of credit obtained from the major and a minor to satisfy requirements in a second minor.

## Interdisciplinary Minors

Interdisciplinary minors are listed alphabetically under courses of instruction in this bulletin. The following programs are offered:

American ethnic studies • cultural resource preservation • early Christian studies • East Asian Studies • environmental sciences • environmental studies • film studies • global trade and commerce studies • health policy and administration • humanities • international studies • Latin-American studies • linguistics • medieval studies • neuroscience • Russian and East European studies • urban studies • women's and gender studies

## Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises students; students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year. Questions also may be directed to the Center for International Studies.

Foreign area studies are listed alphabetically under courses of instruction in this bulletin. The following programs are offered:

German Studies • Italian Studies • Spanish Studies

Students who have studied abroad may have taken courses not listed in this bulletin. Questions should be addressed to the Office of the Registrar.

## Senior Testing

All seniors may be required to participate in a testing program designed to provide objective evidence of educational development. If the Committee on Academic Affairs decides to conduct such a program, its purpose would be to assist the University in assessing the effectiveness of its programs. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

## Combined Degrees in Medical Technology

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Wake Forest School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (twenty-eight hours) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with the Division of Allied Health Programs of the medical school. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score or SAT/ACT scores, impressions made in personal interviews, and work experience (not essential, but important). Students must complete all core course requirements; Biology 111, 112, 113, 214 (three courses or equivalents); Biology 326; Chemistry 109/109L or 111/111L, 122/122L, 223/223L, 230 and 260; mathematics (one course); and electives for a total of eighty-four hours. Desirable electives outside the area of chemistry and biology include physics, computer science, and personnel and management courses. (Interested students should consult a biology department faculty member during the first year for further information.)

## Degrees in Engineering

The College cooperates with engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include all the core requirements and additional courses in science and mathematics which will prepare the student for the study of engineering, such as Mathematics 111, 112, 251, 301, 302, and 304; Physics 113, 114, 141, 162, 165, and 166; Chemistry 111, 111L, 116, and 116L; and Economics 150.

These electives are chosen in consultation with the chair of the Department of Physics.

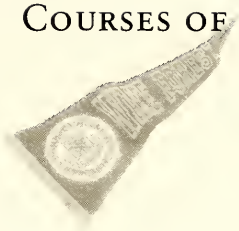
## Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program, students should consult a faculty member in the biology department.

## Five-Year Cooperative Degree Program in Latin-American Studies

Wake Forest and Georgetown universities have instituted a five-year cooperative degree program in Latin American Studies. Under this program, undergraduate students who minor in Latin American Studies may apply to have a limited number of hours from their undergraduate work count toward a master's degree in Latin American Studies at Georgetown University in Washington, DC. The BA is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose application is accepted may complete both their BA and MA degrees in a five-year period. To apply for the combined BA/MA, students should declare an interest in the five-year cooperative degree program during their junior year. Students must then complete the regular Georgetown graduate application process and seek formal acceptance to the MA program during their senior year. The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, associate professor of political science.

# Courses of Instruction



Plans of study, course descriptions, and the identification of instructors apply to the academic year 2004-2005 unless otherwise noted, and reflect official faculty action through February 14, 2005.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar. The courses listed in this Bulletin are not necessarily taught every year; their availability is a function of both staffing constraints and student demand. While no guarantees about future scheduling can be made, students are encouraged to alert their advisers and department heads to their needs and desires as soon as they can be foreseen. For an exact list of courses offered in each particular semester and summer, students should consult the course schedules issued by the Office of the Registrar during the preceding term.

Number of hours is shown by numerals immediately after the course title—for example, (3h) or (3h, 3h). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course. Permission of the instructor is abbreviated as POI.

Courses that satisfy the cultural diversity requirement will be indicated by (CD) after the course description. Courses that satisfy the quantitative reasoning requirement will be indicated by (QR) after the course description.

Courses 101-199 are primarily for first-year students and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduate students. Graduate courses are described in the bulletin of the Graduate School.

## *American Ethnic Studies (AES)*

(Interdisciplinary Minor)

**Director** Rubin Professor of American Ethnic Studies and Professor of Sociology Earl Smith
**Adjunct Instructor** Beth Hopkins

The interdisciplinary minor in American ethnic studies requires 18 hours. The student must take American Ethnic Studies 151. Race and Ethnic Diversity in America, during the second or third year at Wake Forest, and American Ethnic Studies 234. Ethnicity and Immigration. At least one additional three-hour course must be taken from the behavioral and social sciences, and one from the humanities. This structure gives students an understanding of the interdisciplinary nature of American ethnic studies within the context of the traditional liberal arts curriculum.

151. Race and Ethnic Diversity in America. (3h) Different race and ethnic experiences are examined through an institutional approach that examines religion, work, schooling, marriage patterns, and culture from cross-cultural perspective. Grand theoretical schemes like the "melting pot" are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups. (CD)

232. The American Jewish Experience. (3h) An interdisciplinary course exploring Jewish immigration to America with a primary focus on the nineteenth and twentieth centuries.

234. Ethnicity and Immigration. (3h) An exploration of the socio-historical dynamics of the peopling of America in the nineteenth and twentieth centuries. (CD)

240. Asian-American Legacy: A Social History of Community Adaptation. (3h) An introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. Also listed as Sociology 240. (CD)

310. Race, Class, and Gender in a Color-blind Society. (3) An examination of issues surrounding race, class, and gender in the United States. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as Education 310.

357. Studies in Chicano Literature. (3h) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Also listed as English 357. (CD)

358. The Italian Experience in America. (3h) Explores issues of ethnicity and identity in the Italian-American experience. A central goal of this course is to understand the interrelationship of social, economic and political factors that impinge on this large European ethnic group. Also listed as Sociology 357.

387. African-American Fiction. (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as English 387. (CD)

389. African-American Poetry. (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as English 389. (CD)

Other courses may be chosen from a list on file in the office of the director of the program.

# Anthropology (ANT)

**Chair** Jeanne M. Simonelli
**Professors** Jay Kaplan, Jeanne M. Simonelli
**Director, Museum of Anthropology and Adjunct Associate Professor** Stephen Whittington
**Z. Smith Reynolds Foundation Fellow and Associate Professor** Margaret Bender
**Assistant Professors** Ellen Miller, Paul Thacker
**Adjunct Professor** Thomas Arcury
**Adjunct Instructors** Beverlye H. Hancock, Kenneth Robinson
**Lecturer** Steven Folmar

A major in anthropology requires a minimum of thirty-three credit hours and must include Anthropology 112, 113, 114, 340, 390, one course from each of the following three groups: **Methods**—305, 307, 315, 342, 353, 354, 368, 378, 380, 381, 382, 383, 384, 387; **Subfield Topics**—150, 264, 332, 333, 336, 337, 339, 355, 361, 362, 363, 366, 385; **Area**—111, 210, 313, 330, 334, 358, 370, 374, 377; plus the equivalent of two to three more full semester courses in anthropology, one of which may be a cognate discipline.

Students are encouraged but not required to enroll in a course offering intensive field research training.

A minimum grade point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade of C in all anthropology courses counted toward the major is required for graduation.

A minor in anthropology requires eighteen hours and must include Anthropology 112, 113, 114. *Only one course* (excluding Anthropology 112, 113, 114) can be taken under the pass/fail option and used to meet minor requirements. *Only three hours* from Anthropology 398, 399 may be used toward the minor. *Only three hours* from Anthropology 353, 354, 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation "Honors in Anthropology," highly qualified majors (3.5 grade point average in anthropology) should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

**111. Peoples and Cultures of the World.** (3h) A representative ethnographic survey of world cultures, including hunting-gathering, kin-based, and agricultural societies, as well as ethnic groups in complex societies. (CD)

**112. Introduction to Archeology.** (3h) An overview of world prehistory, from the earliest stone tools to the appearance of civilization, with an emphasis on the relationship between culture change and the natural environment.

**113. Introduction to Biological Anthropology.** (3h) Introduction to biological anthropology, including human biology, human variation, human genetics, human evolution, and primatology.

**114. Introduction to Cultural Anthropology.** (3h) Investigates and interprets the historic cultural diversity of the world's peoples, through an understanding of economic, social, and

political systems; law and order, ritual, symbol, and religion; language and culture; kinship and the family; and modernization and culture change. (CD)

**150. Introduction to Linguistics.** (3h) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use. Also listed as Linguistics 150. (CD)

**210. Introduction to Latin-American Studies.** (3h) Introduction to the historical, economic, cultural, and social issues which shape Latin America. Also listed as Latin-American Studies 210. (CD)

**264. Forensic Anthropology.** (3h) Introduction to the conduct of forensic anthropology, including basic human identification, the nature of evidence, laboratory analyses, field methods, and modern applications.

**305. Museum Anthropology.** (4h) Examines the historical, social, and ideological forces shaping the development of museums, including the formation of anthropological collections and representation, and the intellectual and social challenges facing museums today through hands-on use of the Museum's collections. Lab—four hours. P—ANT 111 or 112 or 114, or POI.

**307. Collections Management Practicum.** (1.5h) The principles of collections management including artifact registration, cataloging, storage, and handling; conservation issues and practices; disaster planning and preparedness; and ethical issues are covered through lectures, readings, workshops, and hands-on use of the Museum's collections.

**313. Tradition, Continuity, and Struggle: Mexico and Central America.** (3h) Acquaints students with the lives and struggles of indigenous and non-indigenous people of Mexico and neighboring countries, with special focus on the Maya. The class includes the study of contemporary and prehispanic traditions, including Mayan cosmology, language, art and architecture, issues of contact during Spanish colonization, and current political, economic, health, and social issues affecting these areas today. (CD)

**315. Artifact Analysis and Laboratory Methods in Archeology.** (3h) An introduction to methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecofact samples. Exploration of data display tools including computer-based illustration, GIS, and archeological photography. P—ANT 111 or 112 or 114, or POI.

**330. Seeing World Cultures.** (3h) Focuses on selected cultures throughout the world to better understand these societies through the use of ethnographic literature and assesses the effectiveness of visual communication in conveying ideas about these cultures through the use of ethnographic videos and films. P—ANT 111 or 112 or 113 or 114, or POI.

**332. Anthropology of Gender.** (3h) Focuses on the difference between sex, a biological category, and gender, its cultural counterpart. An anthropological perspective is used to understand both the human life cycle and the status of contemporary women and men worldwide. In section one, topics include evolution and biological development, sexuality and reproduction, parenting, and life cycle changes. The second section takes students to diverse locations, including Africa, South Dakota, China, India, and the Amazon for a cross-cultural comparison examining roles, responsibilities, and expectations, and how these interact with related issues of class and race. (CD)

**333. Language and Gender.** (3h) Uses an anthropological perspective to examine relationships between language structure, language use, persons, and social categories. Also listed as Linguistics 333.

**334. Peoples and Cultures of South Asia.** (3h) A survey of the peoples and cultures of the Indian subcontinent in the countries of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. The course reviews major topics of interest to anthropologists, including prehistory, history and politics, religion, social organization, caste, gender, development, and population. (CD)

**336. Myth, Ritual, and Symbolism.** (3h) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. (CD) P—ANT 111 or 112 or 113 or 114, or POI.

**337. Economic Anthropology.** (3h) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior is examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs. P—ANT 111 or 112 or 113 or 114, or POI.

**339. Culture and Nature.** (3h) Exploration of humanity's "place" in the cosmos, focusing on different worldviews of nature and culture. Case studies from anthropology, archeology, and environmental science examine conceptions of technology, resources, environment, and ownership in the context of environmental change, "natural" disasters, and resource scarcity.

**340. Anthropological Theory.** (3h) A study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed. P—ANT 112 and 113 and 114, or POI.

**342. Applied Anthropology.** (3h) Seminar exploring the ways anthropological concepts and data contribute to understanding and solving contemporary problems facing human populations everywhere. Emphasis is on change and conflict situations in developing areas, but problems encountered by urban and industrialized cultures also are considered. P—ANT 111 or 114 or POI.

**353/354. Field Research.** (3h, 3h) Issues-based field program provides students with a critical understanding of the historical, social, political-economic, and environmental conditions that have shaped the lives of the people of the Greater Southwest, with special attention to the Native American and Latino/a experience. The program moves from the Mexican border region through New Mexico and Arizona, focusing on border issues, archeology and prehispanic history, and contemporary Native American culture. Students camp, hike, and learn to use digital technology in the field. Specific sites may vary from year to year. P—POI.

**355. Language and Culture.** (3h) Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, structuralism, ethnoscience, the ethnography of communication, and sociolinguistics. Topics include: linguistic relativity; grammar and worldview; lexicon and thought; language use and social inequality; language and gender; and other areas. (CD)

**358. Native Peoples of North America.** (3h) Ethnology and prehistory of the indigenous peoples and cultures of North America. (CD) P—ANT 111 or 112 or 113 or 114.

**361. Evolution of Human Behavior.** (3h) The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.

**362. Medical Anthropology.** (3h) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. (CD) P—ANT 111 or 112 or 113 or 114, or POI.

**363. Primate Behavior and Biology.** (3h) Examines the evolution and adaptations of the order primates. Considers the different ways that ecology and evolution shape social behavior. Special emphasis on the lifeways of monkeys and apes.

**364. Primate Evolutionary Biology.** (3h) Examines the anatomy, evolution, and paleobiology of members of the order Primates. Emphasis is placed on the fossil evidence for primate evolution. Major topics include: primate origins, prosimian and anthropoid adaptations, patterns in primate evolution, and the place of humans within the order Primates.

**365. Evolutionary Medicine.** (3h) An explicitly evolutionary approach to complex relationships between human evolutionary adaptations and health problems related to modern behavior and culture. P—ANT 111, 113, or 114, or POI.

**366. Human Evolution.** (3h) The paleontological evidence for early human evolution, with an emphasis on the first five million years of bio-cultural evolution. P—ANT 113 or POI.

**368. Human Osteology.** (4h) A survey and analysis of human skeletal anatomy, emphasizing archeological and anthropological applications and practice. Lab—four hours.

**370. Old World Prehistory.** (3h) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—ANT 112 or POI.

**374. Prehistory of North America.** (3h) The development of culture in North America, as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—ANT 112 or POI.

**376. Archeology of the Southeastern United States.** (1.5h) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—ANT 111 or 112 or 113 or 114.

**377. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry.** (3h) Exploration of factors that shaped the lives of people in the Southwest, with attention to Native American and Hispanic experience. From kivas to casinos, coyotes to cartels, links archeological and prehispanic history to contemporary lifeways in the canyons, deserts, and cities of the U.S./ North Mexico. (CD)

**378. Conservation Archeology.** (1.5h) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.

**380. Anthropological Statistics.** (3h) Basic statistics, emphasizing application in anthropological research. A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Health and Exercise Science 262, or Sociology 371. (QR)

**381, 382. Archeological Research.** (3h, 3h) The recovery of anthropological data through archeological fieldwork. Students learn archeological survey, mapping, excavation, recording techniques, and artifact and ecofact recovery and analysis. P—ANT 111 or 112 or 113 or 114, or POI.

**383, 384. Field Research in Cultural Anthropology.** (3h, 3h) Training in techniques for the study of foreign cultures, carried out in the field. P—ANT 111 or 112 or 113 or 114, or POI.

**385, 386. Special Problems Seminar.** (3h, 3h) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest.

**387. Ethnographic Research Methods.** (3h) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Laboratory experience and data analysis. P—ANT 111 or 114.

**390. Student-Faculty Seminar.** (3h) A review of contemporary problems in the fields of archeology, and biological and cultural anthropology. Senior standing recommended. P—ANT 112, 113 and 114, or POI.

**391, 392. Internship in Anthropology.** (3h, 3h) An internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—POI.

**398, 399. Individual Study.** (1h, 1.5h, 2h, or 3h) A reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—POI.

# Art (ART)

**Chair** Page H. Laughlin
**Charlotte C. Weber Professor of Art** David M. Lubin
**Reynolds Professor in Film Studies** Peter Brunette
**Wake Forest Professor** Margaret S. Smith,
**Professors** Robert Knott, Page H. Laughlin, Harry B. Titus Jr.
**Z. Smith Reynolds Foundation Fellow and Associate Professor** David Finn
**Associate Professors** Bernadine Barnes, David L. Faber, John R. Pickel
**Assistant Professor** Lynne Johnson
**Instructor** Alix Hitchcock
**Adjunct Assistant Professors** James Davis, Leigh Ann Hallberg
**Adjunct Instructor** Jennifer Gentry
**Visiting Assistant Professor** E. Brady Robinson
**Lecturers** Brian Allen (London), Maria A. Chiari (Venice), Beatrice Ottersböck (Vienna), Katie Scott (London), Yue-Ling Wong

The department offers courses in the history of art, architecture, printmaking, photography, and film from the ancient through modern periods, and the practice of art in six areas: drawing, painting, printmaking, sculpture, photography, and digital art. Opportunities to supplement the regular academic program of the department include study abroad in Wake Forest residential study centers, changing art exhibitions in the gallery of the Scales Fine Arts Center, a visiting artists program, and internships in local museums and arts organizations.

The department offers two majors, art history and studio art, each requiring thirty hours, with a maximum of thirty-six hours. A minor in either studio art or art history requires fifteen hours. Students may major in one field and minor in another within a limit of forty-two hours.

For the art history major twenty-four hours are to be in art history and six hours in studio art. The required art history courses include one course in Ancient, Classical or Medieval art; one course in Renaissance, Baroque, or Eighteenth-Century art; one course in modern painting, architecture, photography, or film; Art 394; one art history seminar; and electives. Art history majors are encouraged to take Art 103 and a course in non-western art. An art history minor requires twelve hours in art history and three hours in studio art.

For the studio art major twenty-four hours are to be in studio art and six hours in art history. The required studio art courses include four entry level courses—one in three-dimensional art and three selected from the five two-dimensional areas; two second level courses in different areas; a third semester in a studio art concentration; and electives in studio art. A minor in studio art requires twelve hours in studio art and three hours in art history.

Any student interested in majoring or minoring in art should consult the art department.

Students with a special interest in multimedia development may wish to consider a program of study that combines digital art and computer science. Advisers in either the art or computer science departments can provide further information on coordinating an art major with a computer science minor, or vice versa.

Qualified students in both the studio and art history areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of department faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

The department accepts only three courses from a non-Wake Forest program for credit toward the major. Of these three courses, only two may be in the same area of concentration. For instance, an art major may take up to two art history courses and one studio course or two studio art courses and one art history course at a non-Wake Forest program. All studio courses taken abroad are assigned Art 210.

Students enrolled at Wake Forest may not take courses in studio art or art history at other institutions to satisfy divisional requirements.

### *Art History*

**103. History of Western Art.** (3h) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms.

**104. Topics in World Art.** (3h) An examination of the visual arts in selected world cultures, with discussions of techniques, styles, broader cultural contexts, and confrontations with varying traditions. Topics may include one or more of the following: the arts of China, Japan, India, Pakistan, Bangladesh, Africa, Islamic cultures, or the indigenous cultures of the Americas. (CD)

**105. The History of World Architecture.** (3h) An examination of architectural monuments in selected world cultures with discussions of the planning, siting, design, construction, patronage, historical impact, and broader cultural context. (CD)

**231. American Visual Arts.** (3h) American art and culture from the Colonial period to 1900 in terms of changing aesthetic standards, social, and historical developments. Includes fine arts, folk arts, material culture, and mass media.

**232. African-American Art.** (3h) African-American art from the eighteenth century to the present, with attention to the social and historical context of the works and the artist.

**233. American Architecture.** (3h) A discussion-based course examining American architecture from 1650 to the present. *Offered in fall semester, even years.*

**241. Ancient Art.** (3h) A survey of architecture, painting, and sculpture from ca. 3000 BCE through the late Roman period.

**244. Greek Art.** (3h) A survey of architecture, painting, and sculpture from ca. 800 BCE through the Hellenistic period.

**245. Roman Art.** (3h) A survey of Etruscan and Roman architecture, painting, and sculpture.

**251. Women and Art.** (3h) A historical examination of the changing image of women in art and the role of women artists.

**252. Romanesque Art.** (3h) Art and architecture from the Carolingian Renaissance through the twelfth century.

**253. The Gothic Cathedral.** (3h) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them.

**254. Luxury Arts in the Middle Ages.** (3h) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course.

**258. The History of Prints.** (3h) A survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention is given to the function of prints in society. Student research focuses on prints in the University Print Collection.

**259. The History of Photography.** (3h) A historical and critical survey of photography from its invention in 1826 to the present. Special attention to the medium's cultural and artistic reception.

**260. Classics of World Cinema.** (3h) Selected masterpieces of world film 1930-1965 (two in-class screenings per week). Emphasis is on developing skills for viewing, discussing, and writing about motion pictures as visual and dramatic art.

**261. Topics in Film History.** (3h) Variable topics in film history, including genres, major directors, regional or national cinemas, and historical periods. Course may be repeated if topic is different.

**266. Art in the Age of Giotto, Dante, and the Plague.** (3h) Developments in Italian painting, sculpture, and architecture in the fourteenth century with special attention to the new naturalism of Giotto and the effects of the Great Plague of 1348 on the arts.

**267. Early Italian Renaissance Art.** (3h) The development of art and architecture in Italy in the fifteenth century. Special attention is given to the works of Donatello, Botticelli, and Leonardo da Vinci.

**268. High Renaissance and Mannerist Art.** (3h) The development of art and architecture in the sixteenth century in Rome, Florence, Venice and other cities. Among the artists studied are Michelangelo, Raphael, and Titian.

**270. Northern Renaissance Art.** (3h) A survey of painting, sculpture, and printmaking in Northern Europe from the mid-fourteenth century through the sixteenth century.

**272. Baroque Art.** (3h) A discussion-based survey of major art, artists, and cultural issues in seventeenth-century Europe.

**273. Rococo to Revolution: The Art of Eighteenth-Century Europe.** (3h) Discussion-based study of painting, graphics, sculpture, and architecture in the historical and literary contexts of eighteenth-century Europe.

**275. History of Landscape Architecture.** (3h) A survey of garden and landscape design from the Roman period through the twentieth century.

**281. Nineteenth-Century Art.** (3h) A survey of European and American art from the French Revolution to 1900, emphasizing the major movements from Romanticism to Impressionism and Post-Impressionism.

**282. Twentieth-Century Art.** (3h) A survey of European and American painting and sculpture from 1900 to the present.

**283. Impressionism.** (3h) A study of Impressionism and Post-Impressionism with an emphasis on stylistic innovations and the social and cultural context in which they were produced.

**284. Contemporary American Art.** (3h) An intensive study of American painting and sculpture from 1950 to the present.

**288. Modern Architecture.** (3h) A survey of European and American architecture from 1900 to the present. *Offered in fall semester, odd years.*

**297. Management in the Visual Arts.** (3h) This course provides to both art and business students the essential skills, pragmatic experiences, and a conceptual framework for understanding the role the visual arts play within the national and international economy. Also listed as Business 282. P—Junior or senior standing and POI.

**331. American Foundations.** (3h) An interdisciplinary study of American art, music, literature and social history with particular reference to the art collection at Reynolda House, Museum of American Art. Lectures, discussions and field trips, including a tour of New York City museums. Term project in American Art. Also listed as History 349, Interdisciplinary Honors 393, 394, and Music 307. *Offered at Reynolda House in summer only.*

**394. Issues in Art History.** (3h) A discussion-based course focusing on critical theory and methods employed by art historians working today as well as by some of the founding figures of the discipline.

**396. Art History Seminar.** (1.5h, 3h) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—POI.

| | |
|---|---|
| *a. Ancient Art* | *b. Medieval Art* |
| *c. Renaissance Art* | *d. Baroque Art* |
| *e. Modern Art* | *f. Contemporary Art* |
| *g. American Art* | *h. Modern Architecture* |
| *i. American Architecture* | *j. Art and Popular Culture* |
| *k. Film* | *l. Architecture and Urbanism* |
| *m. Museums* | *n. Special Topics* |

### *Studio Art* *

**110. Topics in Studio Art.** (3h) Used to designate studio art courses in the Wake Forest summer school. May be repeated. Studio art courses are determined by individual instructors in the following areas:

| | |
|---|---|
| *a. Drawing* | *b. Painting* |
| *c. Printmaking* | *d. Sculpture* |
| *e. Photography* | *f. Digital Art* |
| *g. Special Topics* | |

**111. Introduction to Studio Art Fundamentals.** (3h) Students are introduced to basic elements of two-dimensional and three-dimensional fine art through hands-on experimentation and critical thinking. Six class hours per week.

**112. Introduction to Painting.** (3h) An introduction to the fundamentals of the contemporary practice of oil painting. No prior painting experience required, although prior studio art experience is recommended.

**114. Digital Art I.** (3h) An introduction to the fundamentals of art-making using computer software. Emphasis is on the acquisition of basic skills and concepts focusing on two-dimensional image manipulation and basic Web page design as an art form. A working knowledge of the Windows operating system required.

**115. Introduction to Sculpture.** (3h) An introduction to basic sculptural styles and multimedia, with emphasis on contemporary concepts. Prior studio experience is recommended.

**117. Introduction to Printmaking.** (3h) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen.

**118. Introduction to Drawing.** (3h) Drawing fundamentals emphasizing composition, value, line, and form.

**119. Introduction to Photography.** (3h) An introduction to black and white photography with a brief introduction to digital imaging. Technical information serves the goal of understanding contemporary aesthetic and critical issues. Students must provide a manual 35 mm SLR camera.

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* Prerequisites may be waived with permission of instructor.

**210. Topics in Studio Art.** (3h) Used to designate studio art courses taken at other institutions. May be repeated. Studio art courses are determined by individual instructors in the following areas:

*a. Drawing*
*b. Painting*
*c. Printmaking*
*d. Sculpture*
*e. Photography*
*f. Digital Art*
*g. Special Topics*

**211. Intermediate Drawing.** (3h) Emphasis on idea development in realistic and abstract styles in drawing and water color media. P—ART 111, 118, 218 or POI.

**212. Painting II.** (3h) Continuation of Art 112 with concentrated emphasis on conceptual development and technical exploration. P—ART 112. *Offered in the fall semester only.*

**213. Painting III.** (3h) An individualized course of study with emphasis on refining the skills and concepts developed in Painting II. P—ART 212. *Offered in fall semester only.*

**214. Digital Art II.** (3h) A continuation of critical and technical development of computer generated art-making with a focus on strengthening aesthetic and technical skills using two-dimensional as well as time-based media such as video and sound. P—ART 114.

**215. Public Art.** (3h) This course covers art that is sited in the public realm. Exercises with various sites, materials, and audiences culminate in a public project. P—ART 115 or POI. *Offered in fall semester, even years.*

**216. Sculpture Fabrication.** (3h) Fabrication of small scale sculpture using wood, fabric, and metal. Projects stress craftsmanship and imagination. P—ART 115 or POI. *Offered in spring semester, odd years.*

**217. Intermediate Printmaking.** (3h) Continuation of Art 117, with emphasis on idea development. May be repeated. P—ART 117.

**218. Figure Drawing.** (3h) An introduction to drawing the nude model using a variety of media and approaches. May be repeated once. P—Any 100 level course or POI.

**219. Darkroom Photography.** (3h) Further exploration of traditional black and white photography, camera techniques, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. P—ART 119. *Not offered every semester.*

**221. Advanced Drawing.** (3h) A course of individual study with faculty guidance. May be repeated. P—ART 211.

**222. Advanced Painting.** (3h) A course of individual study with faculty guidance focused on developing a body of work for exhibition. Covers various aspects of professional practice including artist statements and proposals, and portfolio development. May be repeated. P—ART 212. *Offered in spring semester only.*

**224. Digital Art III.** (3h) A continuation of digital art-making using selected digital media to create independent projects. Forms may include: interactive multimedia using both CD-ROM and the Internet, advanced digital image creation, animation, sound, and video. Emphasis is on development of personal aesthetics, technical excellence, and understanding of the contemporary issues of digital art-making. P—ART 214.

**225. Bodies and Objects.** (3h) This course explores the social and psychological ramifications of making objects based on the body through casting and other techniques. P—ART 115 or POI. *Offered in fall semester, odd years.*

**226. Sculpture Installation.** (3h) Exercises to develop an understanding of material, process, and audience as they relate to contemporary sculpture. The major projects for the course are an installation and a design project. P—ART 115 or POI. *Offered in spring semester, even years.*

**227. Advanced Printmaking.** (3h) A course of individual study with faculty guidance. May be repeated. P—ART 217.

**229. Digital Photography.** (3h) Further exploration of digital photography camera techniques, digital printing, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. P—ART 119 or POI. *Not offered every semester.*

**239. Videography.** (3h) Exploration of videography, DV camera techniques, digital editing, non-camera animation, aesthetic, and critical issues to increase the understanding of contemporary video art. P—ART 119 or POI. *Not offered every semester.*

**290S. Printmaking Workshop.** (3h) A workshop course exploring relief, intaglio, lithography, and monotype techniques, open to students at any skill level. *Offered in the summer.*

**295. Studio Seminar.** (1.5h, 3h) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—POI.

### *Other Art Courses*

**291. Individual Study.** (3h) A course of independent study with faculty guidance.

**292. Individual Study.** (3h) A course of independent study with faculty guidance.

**293. Practicum.** (3h) Internships in local cultural organizations, to be arranged and approved in advance by the art department. *Pass/Fail.*

**299. International Studies in Art.** (3h) Offered by art department faculty in locations outside of the United States, on specific topics in art history or studio art. *Offered in the summer.*

**2320. English Art, Hogarth to the Present.** (3h) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

**2693. Venetian Renaissance Art.** (3h) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

**2712. Studies in French Art.** (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

**2767. Austrian Art and Architecture.** (3h) A study of the development of Austrian art and architecture and its relationship to European periods and styles. Includes visits to sites and museums. *Offered in Vienna.*

# Biology (BIO)

**Chair** Herman E. Eure
**Charles H. Babcock Chair of Botany** William K. Smith
**Charles M. Allen Professor of Biology** Gerald W. Esch
**Reynolds Professor** Susan Fahrbach
**Wake Forest Professors** Ronald V. Dimock Jr., Raymond E. Kuhn
**Professors** David J. Anderson, Carole L. Browne, Robert A. Browne, William E. Conner, James F. Curran, Herman E. Eure, Kathleen A. Kron, Hugo C. Lane, Gloria K. Muday, Wayne L. Silver, Peter D. Weigl
**Z. Smith Reynolds Foundation Fellows and Associate Professors**
Miles R. Silman, Clifford W. Zeyl
**Associate Professors** Miriam A. Ashley-Ross, Brian W. Tague
**Assistant Professor** Erik C. Johnson
**Adjunct Professors** J. Whitfield Gibbons, Terry C. Hazen
**Adjunct Assistant Professor and Director of Microscopy** Anita K. McCauley
**Adjunct Assistant Professor** Hanya Chrispeels
**Visiting Assistant Professor** Pat C. W. Lord
**Lecturer** A. Daniel Johnson

The department offers programs leading to a bachelor of arts and a bachelor of science degree in biology. Sophomore students electing to major in biology should consult with a major adviser to determine which degree program would be most appropriate for their career objectives. The requirements for completion of each degree program are those in effect at the time of the declaration of the major, since the curriculum and the departmental requirements may change slightly during the student's period of residence.

Students pursuing the bachelor of arts degree are required to take Biology 112, 113, 213, and 214 and at least two 300 level four-hour biology courses. Co-requirements for the BA degree include the following laboratory courses: Chemistry 109 (or 111) and 122 and one additional course in mathematics or physical science.

Students pursuing the bachelor of science degree are required to take Biology 112, 113, 213, 214, a research experience (such as BIO 391 or an equivalent program approved by the major adviser) and at least two 300 level four-hour biology courses. Co-requirements for the BS degree include the following laboratory courses: Chemistry 109 (or 111), 122 and 120 (or 223), Physics 113, 114 and one additional course in mathematics or physical sciences at the 200 level or above.

The requirements for both the BA and BS degree programs are a minimum of thirty-four hours in biology. A maximum of four hours of research in biology may be applied toward the major, but an additional four hours (BIO 393 and/or 394) may be taken and applied toward graduation as elective hours. A minimum grade point average of 2.0 on biology courses taken at Wake Forest is required for graduation with a major in biology.

A minor in biology requires sixteen hours. Courses taken pass/fail cannot count toward a minor. A minimum overall grade point average of 2.0 must be earned on all Wake Forest biology courses taken to complete a minor. The requirements for the minor are those that are in effect at the time of the declaration of the minor, since the curriculum and the departmental requirements may change slightly during the student's period of residence.

Prospective majors are strongly urged to select either Biology 112 or 113 as their first course in biology. Biology 213 and 214 are more advanced courses and should be taken after Biology 112 and 113. Most prospective majors also should take Chemistry 109 (or 111) and 122 in their first year.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum grade point average of 3.0 in all courses and a 3.3 in biology courses. In addition, the student must submit an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to and approved by an advisory committee. Specific details regarding the honors program, including selecting an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental Undergraduate Studies Committee.

**Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy divisional requirements.*

**101. Biology and the Human Condition.** (4h) An introductory course that focuses on the relevance to society of recent breakthroughs in biology. Basic principles of biology are covered, but the course emphasizes recent advances in biology placed in the context of their ethical, social, political, and economic implications. This non-majors course is intended for students with little or no previous experience in biology and does not count toward the major or minor in biology. Lab—three hours.

**111. Biological Principles.** (4h) A study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. This course is intended for students with little or no previous experience in biology and does not count toward the major or minor in biology. Lab—three hours.

**112. Comparative Physiology.** (4h) An introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours.

**113. Evolutionary and Ecological Biology.** (4h) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. (QR)

**213. Genetics and Molecular Biology.** (4h) An introduction to the principles and processes of heredity, information flow, and gene function. Topics covered include Mendelian genetics, molecular genetics, and the origin of genetic variation. Lab—three hours.

**214. Cellular Biology.** (4h) An introduction to the principles and processes of cellular biology and their impact on organismal function. Topics include molecular organization of cellular structures, regulations of cellular functions, bioenergetics, and metabolism. The course also introduces cancer, immunology, and developmental biology. Lab—three hours. P—BIO 112 and Chemistry 109 or 111, or POI.

**216. Biodiversity.** (4h) An introductory course that traces the history of life on earth and looks at its diversification in an evolutionary and ecological context. Lectures cover the mechanisms of biological diversification and surveys life on earth. Labs introduce students to the broad diversity of life through exercises with living organisms. Lab—three hours.

**237. Plants and People.** (3h) A course that explores various associations between plants and people, their interrelationships, medical as well as ethical, and the impact of these interrelationships on various contemporary societies.

**301-306. Topics in Biology.** (1-4h) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**307. Biophysics.** (3h) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. P—BIO 112 or 214, Physics 113, 114, or POI.

**314. Evolution.** (3h) Analysis of the theories, evidences, and mechanisms of evolution. P—BIO 113.

**315. Population Genetics.** (3h) A study of the amount of distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. The lecture presents both an introduction to theoretical studies, and discussion of molecular and phenotypic variation in natural populations. P—BIO 113. (QR)

**320. Comparative Anatomy.** (4h) A study of the vertebrate body from an evolutionary, functional, and developmental perspective. Laboratories emphasize structure and function, primarily through the dissection of representative vertebrates. Lab—three hours. P—BIO 112 and 113.

**321. Parasitology.** (4h) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—BIO 112 and 113.

**322. Biomechanics.** (4h) An analysis of the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems. Lab—three hours. P—BIO 112.

**323. Animal Behavior.** (4h) A survey of laboratory and field research on animal behavior. Lab—three hours. P—BIO 112 and 113.

**324. Hormones and Behavior.** (3h) Introduction to the hormonal regulation of behavior in a broad range of animals, including humans and invertebrates. Topics include reproductive behavior, parental behavior, social behavior, sex differences, aggressive behavior, stress, mood, and the regulation of molting in insects. P—BIO 112.

**326. Microbiology.** (4h) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Covered special topics include microbial ecology, industrial microbiology, and medical microbiology. The lab emphasizes microbial diversity through characterizations of isolates from nature. P—BIO 213 and 214; Chemistry 122.

**331. Invertebrates.** (4h) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—BIO 112 and 113.

**333. Vertebrates.** (4h) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours. P—BIO 112 and 113.

**335. Insect Biology.** (4h) A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—BIO 112 and 113.

**335S. Insect Biology.** (4h) A five-week course taught during the summer. A study of the diversity, structure, development, physiology, behavior, and ecology of one of the most diverse taxa on earth. Course location and field trip destinations to be announced each summer. P—POI.

**338. Plant Systematics.** (4h) A study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis.

**339. Principles of Biosystematics.** (4h) An exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data, and cladistic biogeography. Lab—three hours.

**340. Ecology.** (4h) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—BIO 112 and 113. (QR)

**341. Marine Biology.** (4h) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—BIO 112 and 113.

**342. Aquatic Ecology.** (4h) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours. P—BIO 113.

**343. Tropical Ecology.** (3h) An exploration of the ecology, biodiversity, history, and future of tropical ecosystems. Lectures emphasize ecological principles and rely heavily on the primary literature. An upper-level ecology course is recommended. P—BIO 112 and 113.

**344S. Tropical Marine Ecology.** (4h) An intensive field-oriented course focusing on tropical marine ecosystems and their biological communities. Emphasis is placed on biodiversity, the ecology of dominant taxa, the interactions between physical and biological processes, and the structure and function of representative communities. Includes 2.5 weeks at the Hofstra University Marine Laboratory, Jamaica. P—Minimum of one year of college biology including BIO 113 and POI. *Offered in the summer only.*

**345. Neurobiology.** (3h) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches are integrated in the study of the peripheral and central nervous systems. P—BIO 112 and 214.

346. Neurobiology. (4h) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches are integrated in the study of the peripheral and central nervous systems. The laboratory emphasizes electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—BIO 112 and 214.

347. Physiological Plant Ecology. (3h) A course designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. P—BIO 112 and 113.

348. Physiological Plant Ecology. (4h) A course designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rainforests. The laboratory introduces students to a broad array of field instrumentation. P—BIO 112 and 113.

349S. Tropical Biodiversity. (4h) An intensive field course in tropical biodiversity. Students travel to major tropical biomes, including deserts, glaciated peaks, and rain forests. Lectures emphasize the basic ecological principles important in each ecosystem; laboratories consist of student-designed field projects. Course location varies yearly. P—BIO 112 and 113 and POI. *Offered in the summer only.*

350. Conservation Biology. (3h) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources are examined. P—BIO 113.

351. Vertebrate Physiology. (4h) A lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. P—BIO 112 and 214.

352. Developmental Neuroscience. (4h) This course focuses on the development of neural structures and the plasticity of the mature nervous system. Special attention is given to experimental model systems, particularly Drosophila melanogaster. The laboratory features molecular, immunocytochemical, and cell culture techniques for the study of neurons. P—BIO 213 and 214.

354. Vertebrate Endocrinology. (3h) A lecture course that considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—BIO 112 and 214.

355. Avian Biology. (4h) A lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—three hours. P—BIO 112 and 113.

359. Genomics. (3h) An introduction to the acquisition, analysis, and utility of DNA sequence information. Topics covered include structural, comparative, and functional genomics, genetic mapping, bioinformatics, and proteomics. P—BIO 213.

360. Development. (4h) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth

and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—BIO 112 and 214.

**361. Microbial Pathogenesis.** (3h) This course explores the molecular mechanisms by which microorganisms attack hosts, how hosts defend against pathogens, and how these interactions cause disease. P—BIO 112, 214, and POI.

**362. Immunology.** (3h) A study of the components and protective mechanisms of the immune system. P—BIO 112 and 214.

**363. Sensory Biology.** (3h) A lecture course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both BIO 363 and 364. P—BIO 112 and 214. *Taught in Ljubljana, Slovenia.*

**363S. Sensory Biology.** (3h) A lecture course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both BIO 363S and 364. P—BIO 112 and 214 and POI.

**364. Sensory Biology.** (4h) A lecture and laboratory course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both BIO 363 and 364. P—BIO 112 and 214.

**365. Biology of the Cell.** (4h) A lecture and laboratory course on classic experiments and recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the targeting of macromolecules, cell-cell communication, and the control of cell division. The text for this course consists of papers that have led to the Nobel Prize in Physiology and Medicine and more current work using biological tools. The laboratory introduces basic techniques in cell biology and leads to an independent project. Lab—three hours. P—BIO 112 and 214.

**367. Virology.** (3h) A course designed to introduce students to viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. P—BIO 112 and 214.

**368. The Cell Biological Basis of Disease.** (3h) This course examines some of the defects in basic cellular mechanisms that are responsible for many diseases. P—BIO 112 and 214.

**369. The Cell Biological Basis of Disease.** (4h) This course examines some of the defects in basic cellular mechanisms that are responsible for many diseases. The laboratory uses advanced microscopic and histological techniques to investigate basic properties of cells. P—BIO 112 and 214.

**370. Biochemistry: Macromolecules and Metabolism.** (3h) A lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as Chemistry 370. P—BIO 214 and either Chemistry 223 or 230, or POI.

**371. Biochemistry: Macromolecules and Metabolism.** (4h) A lecture and laboratory course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis

of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. The laboratory emphasizes approaches for isolation and analysis of proteins and enzymes. Also listed as Chemistry 371. P—BIO 214 and either Chemistry 223 or 230, or POI.

**372. Molecular Biology.** (4h) An analysis of the molecular mechanisms by which stored genetic information directs cellular development. Emphasis is placed on storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. The laboratory focuses on modern techniques of recombinant DNA analysis. Lab—three hours. P—BIO 112 and 214.

**376. The Biology of Fishes.** (4h) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours. P—BIO 112 and 113.

**377. Community Ecology.** (4h) An advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages: life-history, competition, predation, geology, climate, soils, and history. Lectures focus on ecological principles and theory. Lab includes local field trips and discussion of the primary literature. Several weekend field trips. Lab—three hours. P—BIO 112, 113, and 214. (QR)

**379. Molecular Techniques in Evolution and Systematics.** (4h) A lecture and laboratory course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Laboratories focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analyses, gene amplification, PCR (polymerase chain reaction), direct and/or cycle sequencing, and RAPDs (randomly amplified polymorphic DNAs). Lab—three hours. P—BIO 113 and 214.

**380. Biostatistics.** (3h) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. A student who receives credit for this course may not also receive credit for Anthropology 380, Business 201, Health and Exercise Science 262, or Sociology 371. (QR)

**381. Biostatistics Laboratory.** (1h) Application of computer-based statistical software. This course may not be used to satisfy one of the three 300-level four-hour courses required for the major if paired with Biology 380. (QR if paired with 380)

**385. Oceanography.** (3h) An introduction to geological, chemical, physical, and biological oceanography taught at the Sea Education Association program at Woods Hole, Mass. P—Admission to the Sea Education Association program and approval of departmental chair and/or his or her designate.

**386. Practical Oceanography.** (4h) A two-part lecture/laboratory course offered at sea in which students observe and apply in the field the concepts and sampling techniques introduced in the shore component. This course is a part of the Sea Education Association program taught at Woods Hole, Mass. P—Admission to the Sea Education Association program and approval of departmental chair and/or his or her designate.

**391, 392. Research in Biology.** (2h, 2h) Independent library and laboratory investigation carried out under the supervision of a member of the staff. P—POI. *Pass/Fail or for grade at discretion of the instructor.**

393, 394. **Research in Biology.** (2h, 2h) Courses designed for students who wish to continue research projects beyond BIO 391 and 392. Not to be counted toward major.* P—POI. *Pass/Fail option.*

396. **Biomedical Ethics.** (3h) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research and current controversies in health care and medical practice. P—BIO 112 and 214.

## Chemistry (CHM)

**Chair** Bradley T. Jones
**Wake Forest Professors** Willie L. Hinze, Dilip K. Kondepudi, Mark E. Welker
**Professors** Bradley T. Jones, Gordon A. Melson, Abdessadek Lachgar, Ronald E. Noftle, Robert L. Swofford
**Associate Professors** Christa L. Colyer, S. Bruce King
**Assistant Professors** Rebecca W. Alexander, Ulrich Bierbach, Bernard A. Brown, Paul B. Jones, Akbar Salam
**Senior Lecturer** Angela Glisan King
**Visiting Assistant Professors** Latifa Chahoua, Jian Dai, Frank Quina, Albert Rivers

The department offers programs leading to the BA and BS degrees in chemistry. The BS degrees are certified by the American Chemical Society.

The bachelor of science degree in chemistry requires 37.5 hours in chemistry and must include the following courses (and corequisite labs): 111, 122, 223, 230, 260, 334, 341, 344, 361, 381, 382, 383, 391 (or 392); one of the following courses: 370, 371, 372 or 356/357; Mathematics 111 and 112 and either 113 or 301; and Physics 113, 114. The BS program is designed for those students who plan a career in chemistry at the bachelor or advanced degree level.

The bachelor of science degree in chemistry with concentration in biochemistry, requires 37.5 hours in chemistry and must include the following courses (and corequisite labs): 111, 122, 223, 230, 260, 334, 341, 361, 371, 372, 381, 382, 383, and either 391 or 392; Biology 112, 213, 214; Mathematics 111, 112; Physics 113, 114, and one additional 300-level elective in either biology or chemistry.

The bachelor of arts degree in chemistry requires 28 hours in chemistry and includes the following courses (and corequisite labs): 111, 122, 230, 260, 341; three of the following courses (and corequisite labs): 223, 334, 342 (or 344), 361, 371; one of the following courses: 381, 382, 383, 391 or 392; Mathematics 111, 112; and Physics 113 and 114. The BA degree program is designed for those students who do not plan to do graduate work in the physical sciences but desire a stronger background in chemistry than is provided in the chemistry minor program.

The bachelor of arts degree in chemistry with concentration in biochemistry and biophysics requires 32.5 to 33.5 hours in chemistry and must include the following courses (and corequisite labs) 111, 122, 230, 260, 341, 371, 391 or 392 (may substitute Physics 381

*The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order.

or 382 or Biology 391, 392, 393, or 394); two electives from 223, 342, 334, 361; two electives from Biology 112, 213, 214; Mathematics 111, 112; Physics 113, 114, 141 and one elective from Physics 307/325, 320/323.

The Health Professions Program at Wake Forest recommends that students take the following chemistry courses before the end of the third year: 111, 122, 223, 230, 260. Students interested in this track should see the Health Professions Program advisor for more information.

A minor in chemistry requires nineteen hours in chemistry and must include at least one of the following: 334, 341, 356/357, 361, 370, 371 or 372. The department will not accept courses taken pass/fail to count toward the minor. Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only (even those courses not required for the major). Majors are also required to complete on a letter-grade basis the required physics, biology, and mathematics courses.

A minimum grade point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum grade point average of 2.0 in their chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must have a minimum grade point average in chemistry courses of 3.3 and a minimum overall grade point average of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

For the **BS** major, the following schedule of chemistry and related courses is typical:

First Year: CHM 111, 111L, 122, 122L, Math. 111, 112
Sophomore: CHM 223, 223L, 230, 260, Physics 113, 114, Math. 113 (or 301)
Junior: CHM 341, 341L, 344, 342L, 381, 382, 383, 391 (or 392), Math. 113 (or 301)
Senior: CHM 334, 334L, 361, 361L, 381, 382, 300-level elective

For the **BS** major with **concentration in biochemistry**, the following schedule of chemistry and related courses is typical:

First Year: CHM 111, 111L, 122, 122L, Math. 111, 112
Sophomore: Biology 213, 214, CHM 223, 223L, 230, 260, Physics 113, 114
Junior: CHM 341, 341L, 371, 372, 391 (or 392)
Senior: CHM 334, 334L, 361, 361L, 381, 382, 300-level elective in biology or chemistry

For the **BA major**, the following schedule of chemistry and related courses is typical:

First Year: CHM 111, 111L, 122, 122L, Math. 111, 112
Sophomore: CHM 230, 260, Physics 113, 114
Junior: CHM 341, 341L, and one upper-level elective
Senior: Either CHM 381, 382, 383, 391, or 392 and two upper-level electives

For the **BA major with concentration in biochemistry and biophysics**, the following schedule of chemistry and related courses is typical:

First Year: CHM 111, 111L, 122, 122L, Math. 111, 112
Sophomore: One Biology elective, CHM 230, 260, Physics 113, 114
Junior: One Biology elective, CHM 341, 341L, 371, 391 or 392 (or substitute), Physics 141
Senior: Two upper-level Chemistry electives and one Physics elective

For variations in the schedules above, the student should consult a member of the faculty in chemistry.

The department will accept transfer courses completed by incoming transfer students provided that those courses were taken only at four-year colleges and universities that offer a major in chemistry. These courses must be equivalent in content and level to courses offered at Wake Forest (as judged by a departmental curriculum committee). Courses taken in summer school elsewhere, or in Wake Forest University study abroad programs, must meet these same criteria and receive pre-approval. Advanced courses, 300-level and above, are typically not transferable. Students enrolled at Wake Forest may not take courses in chemistry at other institutions to satisfy divisional requirements.

**108. Everyday Chemistry.** (4h) Introduction to chemistry for non-science majors. Laboratory covers experimental aspects of topics discussed in lecture. Students may not receive credit for both CHM 108 and CHM 111. Lab—three hours. (QR)

***111. College Chemistry.** (3h) Fundamental chemical principles. C—CHM 111L. (QR)

***111L. College Chemistry Lab.** (1h) Laboratory covers experimental aspects of basic concepts. Lab—three hours. C—CHM 111.

**120. Physics and Chemistry of the Environment.** (4h) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. Also listed as Physics 120. (QR)

***122. Introduction to Organic Chemistry.** (3h) Principles and reactions of organic chemistry. P—CHM 111. C—CHM 122L.

***122L. Introduction to Organic Chemistry Lab.** (1h) Lab—four hours. P—CHM 111. C—CHM 122.

***223. Organic Chemistry II.** (3h) Principles and reactions of organic chemistry and introductory biochemistry. P—CHM 122. C—CHM 223L.

***223L. Organic Chemistry II Lab.** (1h) Lab—four hours. P—CHM 122. C—CHM 223.

**230. Analytical Biochemistry.** (2h) Survey of laboratory methods used to determine the composition of biological samples. 7.5 weeks. Lab—four hours. P—CHM 122.

**260. Introduction to Inorganic Chemistry.** (2h) Introductory thermodynamics; descriptive inorganic and bio-inorganic chemistry. 7.5 weeks. Lab—four hours. P—CHM 230.

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*The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. (However, either can be repeated independently if the student wishes.)

301, 302. **Elective Research.** (0h, 0h) P—POI.

334. **Chemical Analysis.** (4h) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours (CHM 334L). C—CHM 341, 341L, or POI.

*341. **Physical Chemistry I.** (3h) Fundamentals of thermodynamics and phenomenological kinetics, and introductory computational methods. P—CHM 260, Mathematics 111, Physics 113-114. C—CHM 341L, Mathematics 112, (Physics 113, with POI).

*341L. **Physical Chemistry I Lab.** (1h) Lab—four hours. P—CHM 260, Mathematics 111, Physics 113-114. C—CHM 341, Mathematics 112.

*342. **Physical Chemistry IIA.** (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P—CHM 341, Mathematics 111-112, Physics 113-114. C—CHM 342L, (Physics 114, with POI).

*342L. **Physical Chemistry IIA Lab.** (1h) Lab—four hours. P—CHM 341, Mathematics 111-112, Physics 113-114. C—CHM 342 or 344.

*344. **Physical Chemistry IIB.** (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—CHM 341, Mathematics 111-112 and 301 (or 113), Physics 113-114. C—CHM 342L, (Physics 114, with POI).

356, 357. **Chemical Spectroscopy.** (1.5h, 1.5h) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis varies. Seven-week courses. P—CHM 342 or 344, or POI.

*361. **Inorganic Chemistry.** (3h) Principles and reactions of inorganic chemistry. P—CHM 341. C—CHM 361L or POI.

*361L. **Inorganic Chemistry Lab.** (1h) Lab—four hours. P—CHM 341. C—CHM 361.

370. **Biochemistry: Macromolecules and Metabolism.** (3h) A lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as Biology 370. P—Biology 214 and either CHM 223 or 230, or POI.

371. **Biochemistry: Macromolecules and Metabolism.** (4h) A lecture and laboratory course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. The laboratory emphasizes approaches for isolation and analysis of proteins and enzymes. Also listed as Biology 371. P—Biology 214 and either CHM 223 or 230, or POI.

372. **Biochemistry: Protein and Nucleic Acid Structure and Function.** (3h) Fundamentals of biochemistry with emphasis on how chemical properties dictate structure and function of proteins and nucleic acids. Major topics include catalytic mechanisms of enzymes and

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*The lecture and corresponding lab are strict co-requisites of each other. A student must register for both during the same semester. (However, either can be repeated independently if the student wishes.)

ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. P—CHM 223 and Biology 370, 371 or CHM 370, 371.

**381, 382. Chemistry Seminar.** (0h, 0h) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

**383. Chemical Literature.** (1h) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—CHM 122.

**391, 392. Undergraduate Research.** (1.5h, 1.5h) Undergraduate research. Lab—eight hours.

## Classical Languages (CLA)

**Chair** John L. Andronica
**Professors** John L. Andronica, Robert W. Ulery Jr.
**Associate Professors** Mary L. B. Pendergraft, James T. Powell
**Adjunct Assistant Professor** Darlene R. May
**Adjunct Instructor** Dorothy M. Westmoreland
**Visiting Egyptian Fulbright Scholar** Reda Bedeir

The Department of Classical Languages offers majors and minors in three areas: Greek, Latin, and classical studies. The department also offers courses in Modern Standard Arabic language and conversation

A major in Greek requires twenty-four hours in the department beyond Greek 112. Twenty-one of these hours must be in Greek courses; Greek 225 is required. Also required is History 315.

A minor in Greek requires fifteen hours: Greek 153; two 200-level courses in Greek; Classics 275 or History 315; and one additional course in Greek (200-level), Latin, or classics.

A major in Latin requires twenty-four hours in the department beyond Latin 153. Eighteen of these hours must be in Latin courses; Latin 250 is required. Also required is History 316.

A minor in Latin requires fifteen hours: three 200-level courses in Latin; Classics 276 or History 316; and one additional course in Greek, Latin (200-level), or classics.

A major in classical studies requires thirty hours. A minimum of twenty-one hours must be taken in the department. The following are required:

a. *One 200-level course in Greek or Latin (prerequisites to this course do not count toward the thirty required hours);*
b. *Classics 275 and Classics 276;*
c. *History 315 or History 316;*
d. *At least one course from the following: Art 241. Ancient Art; Art 244. Greek Art; Art 245. Roman Art; History 308. Alexander the Great; Philosophy 232. Ancient and Medieval Philosophy; Philosophy 331. Plato; Philosophy 332. Aristotle; Politics 271. Classical Political Thought; Religion 314. Ancient Israel and Her Neighbors. Other courses may be substituted by permission of the department.*

A minor in classical studies requires a minimum of eighteen hours in the department, of which no more than seven may be in Greek or Latin courses. Classics 275 or 276 is required.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies may serve as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin, Greek, or classics is required. For additional information, members of the departmental faculty should be consulted. (Refer to pages listing minimum college requirements.)

### *Arabic*

**111, 112. Elementary Arabic.** (3h, 3h) A two-semester course designed for students with no knowledge of the language. Focus is on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. Introduction to Arabic script and basic grammar, with oral and written drills and reading of simple texts.

**153. Intermediate Arabic.** (4h) Review of grammar and focus on the acquisition of more complex grammatical structures, vocabulary building, and expansion of reading writing, and listening skills in Modern Standard Arabic. P—Arabic 112.

**218. Basic Arabic Conversation.** (1.5h or 3h) A language course based on cultural material intended to develop students' aural skills and oral proficiency in Modern Standard Arabic by increasing vocabulary and reinforcing command of grammar. P—Arabic 153 or equivalent.

### *Greek*

**111, 112. Elementary Greek.** (4h, 4h) An introduction to the language; the courses provide a foundation for reading the ancient authors.

**153. Intermediate Greek.** (3h) Review of grammar; readings in classical authors. P—Greek 112 or equivalent.

**211. Plato.** (3h) Selections from the dialogues of Plato. P—Greek 153 or equivalent.

**212. Homer.** (3h) Selections from the *Iliad* and the *Odyssey*. P—Greek 153 or equivalent.

**221. Greek Readings.** (1.5h or 3h) A course designed to meet individual needs and interests. P—POI.

**225. Advanced Grammar and Composition.** (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Greek 153.

**231. The Greek New Testament.** (3h) Selections from the Greek New Testament. P—Greek 153.

**241. Greek Tragedy.** (3h) Close study of a selected tragedy or tragedies. This course includes consideration of the origin and history of Greek tragedy, with collateral reading of other tragedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

**242. Greek Comedy.** (3h) Close study of a selected comedy or comedies of Aristophanes. This course includes consideration of the origin and history of Greek comedy, with collateral reading of other comedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

**291, 292. Honors in Greek.** (1.5h, 1.5h) Directed research for honors paper. P—Permission of the department.

### *Latin*

**111, 112. Elementary Latin.** (3h, 3h) An introduction to the language; the courses provide a foundation for reading in the ancient authors.

**113. Intensive Elementary Latin.** (4h) An introduction to the language; the course covers the material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

**120. Reading Medieval Latin.** (1.5h, 3h) Introduction to post-classical Latin with readings in selected works from late antiquity and the Middle Ages. P—Latin 112 or equivalent.

**153. Intermediate Latin.** (4h) Review of grammar and selected introductory readings. P—Latin 112 or 113.

**211. Introduction to Latin Poetry.** (3h) Readings from selected poets mainly of the late Republic and early Empire, with an introduction to literary criticism. P—Latin 153 or equivalent.

**212. Introduction to Latin Prose.** (3h) Readings primarily from the works of Cicero, with attention to their artistry and historical context. P—Latin 153 or equivalent.

**216. Roman Lyric Poetry.** (3h) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P—Latin 153 or equivalent.

**218. Roman Epic Poetry.** (3h) Readings in the epics of Virgil and Ovid, with attention to their position in the epic tradition. P—Latin 153 or equivalent.

**221. Roman Historians.** (3h) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography. P—Latin 153 or equivalent.

**225. Roman Epistolography.** (3h) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid. P—Latin 153 or equivalent.

**226. Roman Comedy.** (3h) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques. P—Latin 153 or equivalent.

**231. Roman Elegy.** (3h) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. P—Latin 200-level or equivalent.

**241. Roman Satire.** (3h) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire. P—Latin 200-level or equivalent.

**243. Latin Readings.** (1.5h or 3h) A course designed to meet individual needs and interests. P—POI.

**250. Advanced Grammar and Composition.** (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Latin 153 or equivalent.

*Seminars*

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

**260. Seminar in Latin Poetry.** (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.

**280. Seminar in Latin Prose.** (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.

**291, 292. Honors in Latin.** (1.5h, 1.5h) Directed research for honors paper. P—Permission of the department.

*Classics*

**151. Ethics in Greece and Rome.** (1.5h) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is not required.

**252. Women in Antiquity.** (3h) The course explores the place of women in Greek and Roman society through the study of a wide range of primary sources, literary and non-literary. A knowledge of the Greek and Latin languages is not required. (CD)

**255. Classical Epic: Iliad, Odyssey, Aeneid.** (3h) A study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is not required.

**259. Virgil and His English Legacy.** (3h) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. Also listed as English 319.

**261. Greek Myth.** (3h) A consideration, principally through close study of selected literary works, of Greek myth in its various forms, primary (archaic and classical periods) and secondary (Hellenistic and Roman); the course also considers Greek myth's afterlife in the modern period. A knowledge of the Greek language is not required.

**263. Greek Tragedy.** (3h) A study of the plays of Aeschylus, Sophocles, and Euripides. A knowledge of the Greek language is not required.

**264. Greek and Roman Comedy.** (3h) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is not required.

**275. The Age of Pericles.** (3h) A study of Greek culture in all its aspects during the fifth century. A knowledge of the Greek language is not required. (CD)

**276. The Age of Augustus.** (3h) A study of Roman culture in all its aspects during the early Empire. A knowledge of the Latin language is not required. (CD)

**279. Studies in Roman Biography.** (1.5h or 3h) A study in depth of a key figure of Roman history using the evidence of history, literature, numismatics, and epigraphy as well as art and archeology when appropriate. A knowledge of the Latin language is not required.

**285. Interdisciplinary Seminar in the Greco-Roman World.** (3h) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It explores, from various points of view, the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also listed on as Religion 285. Course may be repeated for credit.

**288. Individual Study.** (1.5h or 3h)

**291, 292. Honors in Classical Studies.** (1.5h, 1.5h) Directed research for honors paper. P—Permission of the department.

## Communication (COM)

**Chair** Randall Rogan
**University Distinguished Chair in Communication Ethics and Professor of Communication** Michael J. Hyde
**Professors** Michael David Hazen, Jill Jordan McMillan
**Associate Professors** John T. Llewellyn, Allan D. Louden, Ananda Mitra, Randall Rogan, Eric K. Watts, Margaret D. Zulick
**Assistant Professors** Mary M. Dalton, Steven M. Giles, Don Helme
**Visiting Associate Professor** Marina Kcrmar
**Adjunct Assistant Professor** Dee Oseroff-Varnell
**Visiting Lecturer** F. Curtis Gaston
**Instructor** Ernest S. Jarrett
**Adjunct Instructors** Wayne R. Bills, Connie Chesner, Susan L. Faust, Janel Leone, Danielle Powell
**Debate Coach** Ross K. Smith

A major in communication requires thirty hours, at least twelve of which must be at the 300-level. All majors are required to take courses 100, 110 or 102, 220 and 225 and should begin their study of communication with these courses. An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

The Department of Communication offers its majors the opportunity to concentrate in special areas of study. Communication majors may choose to concentrate in rhetorical studies, media studies, or communication science. Students may choose only one concentration. Students may also opt to choose courses across the concentrations as a general communication major.

In addition to the major course requirements, COM 100, 110 or 102, 220, and 225, students who want to declare a concentration must successfully complete five courses within a particular concentration. Students declaring a concentration must do so prior to the beginning of their final semester.

A minor in communication requires eighteen hours, at least three of which must be at the 300-level, and shall include courses 100, 110 or 102, and 220 or 225. An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

Students may enroll in up to three hours of practicum in any semester. For three hours of internship credit, students need a minimum of 120 on-site contact hours; applications for three hours of practicum in one semester need to be approved by a faculty supervisor, the internship director, and/or the director of undergraduate studies. Students can earn a maximum of six hours practicum, only three hours of which may be counted toward a major in communication. Communication 280 and 281 are open to majors and minors only who satisfy departmental requirements.

Highly qualified majors are invited by the department to apply for admission to the honors program in communication. To be graduated with the designation "Honors in Communication," students must pass the departmental honors courses (398 and 399), complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

Finally, no student may take more than a total of six hours in Communication 280, 281, 282, 283, 284, and 285 combined, and only three hours may count toward a major in communication.

**100. Introduction to Communication and Rhetoric.** (3h) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

**102. Debate and Advocacy.** (3h) The use of argumentative techniques in oral advocacy: research, speeches, and debate.

**110. Public Speaking.** (3h) A study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches.

**113. Interpersonal Communication.** (3h) An introduction to interpersonal communication theory, research and principles.

**114. Group Communication.** (3h) An introduction to the theory and practice of group interaction and decision-making. The course features lectures and discussions of theory and includes opportunities to participate in formal and informal group processes.

**116. On-Camera Performance.** (3h) Designed to introduce students to the theory and practice of performing for the camera. This course covers basic method acting, newscasting, and other performance formats. Also listed as Theatre 141.

**117. Writing for Public Relations and Advertising.** (1.5h, 3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Also listed as Journalism 286. P—POI.

**140. Information and Disinformation on the Internet.** (1.5h) An examination of information gathering practices on the Internet and World Wide Web. Students develop and apply standards for evaluating information through analysis of Web sites dealing with important and controversial topics.

**212. Introduction to Production and Theory.** (3h) An introduction to the theory and practice of media production, including critical and aesthetic theories, scriptwriting, producing, directing, photography, sound recording, editing, and standards of operation for the production facilities and equipment. This course is a prerequisite for 213, 214, 215, and 310.

**213. Media Production: Documentary.** (3h) An introduction to the theory and practice of producing nonfiction works in film or video, including conventional documentary forms and autobiographical or experimental works. P—COM 212.

**214. Media Production: Narrative.** (3h) An introduction to the theory and practice of producing narrative works in film and video. P—COM 212.

**215. Broadcast Journalism.** (3h) An introduction to the theory and practice of broadcast journalism. Topics include ethics, technology, and the media as industry, and projects address writing, producing, and performing for radio and television. P—COM 212.

**220. Empirical Research in Communication.** (3h) An introduction to methodological design and univariate statistics as used in communication research.

**225. Historical/Critical Research in Communication.** (3h) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.

**245. Introduction to Mass Communication.** (3h) A historical survey of mass media and an examination of major contemporary media issues. Also listed as Journalism 275.

**246. Introduction to Film.** (3h) An introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, and color.

**270. Special Seminar.** (1-3h) An examination of selected topics in communication.

**280. Communication Internship I.** (1.5h) Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty adviser. P—POI. *Pass/Fail only.*

**281. Communication Internship II.** (1.5h) Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty adviser. P—POI. *Pass/Fail only.*

**282. Debate Practicum I.** (1.5h) Individual projects in debate to be approved, supervised, and evaluated by an appropriate faculty adviser. P—POI. *Pass/Fail only.*

**283. Debate Practicum II.** (1.5h) Individual projects in debate to be approved, supervised, and evaluated by an appropriate faculty adviser. P—POI. *Pass/Fail only.*

**284. Production Practicum I.** (1.5h) Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty advisor. P—POI. *Pass/Fail only.*

**285. Production Practicum II.** (1.5h) Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty advisor. P—POI. *Pass/Fail only.*

**286. Individual Study.** (1-3h) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—POI.

**287. Research Practicum I.** (1.5) The department offers credit opportunities for students to collaborate with faculty on research projects. This practicum awards credit to students assisting faculty with research initiatives led by the faculty. Such projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. P—POI. *Pass/Fail only.*

**288. Research Practicum II.** (1.5) This practicum awards credits to students assisting faculty with research initiatives led by the faculty. Such projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. P—POI. *Pass/Fail only.*

**300. Classical Rhetoric.** (3h) A study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. *Offered in alternate years.*

**301. Semantics and Language in Communication.** (3h) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. Also listed as Linguistics 301.

**302. Argumentation Theory.** (3h) An examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*

**303S. Directing the Forensic Program.** (1.5h, 3h) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

**304. Freedom of Speech.** (3h) An examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. *Offered in alternate years.*

**305. Communication and Ethics.** (3h) A study of the role of communication in ethical controversies.

**306. Seminar in Rhetorical Theory: Burke & Bakhtin.** (3h) Examines the language theories of Kenneth Burke and Mikhail Bakhtin in relation to contemporary rhetorical theory.

**310. Advanced Media Production.** (3h) Students produce advanced projects in either film or video over which they assume significant creative control. P—COM 212 and at least one of 213, 214, or 215.

**311. Film Theory and Criticism.** (3h) A study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—COM 246 or POI.

**312. Film History to 1945.** (3h) A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.

**313. Film History since 1945.** (3h) A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

**314. Mass Communication Theory.** (3h) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. P—COM 245.

**315. Communication and Technology.** (3h) An exploration of how communication technologies influence the social, political, and organizational practices of everyday life.

**316. Screenwriting.** (3h) An introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of film genre on screenwriting, and the politics of nontraditional narrative structures. Students are expected to complete an original, feature-length screenplay.

**317. Communication and Popular Culture.** (3h) Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts.

**330. Communication and Conflict.** (3h) A review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.

**335. Survey of Organizational Communication.** (3h) An overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.

**336. Organizational Rhetoric.** (3h) Explores the persuasive nature of organizational messages—those exchanged between organizational members and those presented on behalf of the organization as a whole. *Offered in alternate years.*

**337. Rhetoric of Institutions.** (3h) A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. *Offered in alternate years.*

**338. African-American Rhetoric.** (3h) This course explores how African Americans have invented a public voice in the twentieth century. The course focuses on how artistic cultural expression, in particular, has shaped black public speech. (CD)

**343. Presidential Rhetoric.** (3h) Examines theory and practice of speechmaking and mediated presidential communication.

**340. American Rhetorical Movements to 1900.** (3h) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents with emphasis on antislavery and women's rights.

**341. American Rhetorical Movements since 1900.** (3h) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.

**342. Political Communication.** (3h) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.

**350. Intercultural Communication.** (3h) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. *Offered in alternate years.* (CD)

**351. Comparative Communication.** (1.5h, 3h) A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. Also listed as Linguistics 351 and International Studies 349. Credit not given for both COM 351A and International Studies 349. (CD)

*351A Japan (CD)*
*351B Russia (CD)*
*351C Great Britain (CD)*
*351D Multiple Countries (CD)*
*351E China (CD)*

**352. Interpersonal Seminar.** (3h) Advanced study of theories and research in one or more of the specialized concentrations of interpersonal communications.

**353. Persuasion.** (3h) An examination of theories and research concerning the process of social influence in contemporary society.

**354. International Communication.** (3h) An in-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems.

**355. Health Communication.** (3h) An examination of theories, research, and processes of health communication in contemporary society.

**370. Special Topics.** (1-3h) An examination of topics not covered in the regular curriculum.

**380. Great Teachers.** (1h, 1.5h, 3h) An intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with each teacher during a two- to three-day visit to Wake Forest.

**398. Honors in Communication I.** (1.5h) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department. *Fall semester only.*

**399. Honors in Communication II.** (1.5h) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department. *Spring semester only.*

## Computer Science (CSC)

**Chair** Stan J. Thomas
**Reynolds Professor** Robert J. Plemmons
**Reynolds Professor of Computational Biophysics** Jacquelyn S. Fetrow
**Associate Professors** Jennifer J. Burg, Daniel A. Cañas, David J. John, Stan J. Thomas, Todd C. Torgersen
**Assistant Professors** Errin W. Fulp, V. Paúl Pauca
**Visiting Assistant Professor** William H. Turkett Jr.
**Lecturer in Digital Media** Yue-Ling Wong
**Adjunct Assistant Professor** Timothy E. Miller

A major in computer science requires thirty-seven hours in computer science and four courses in mathematics. The courses in computer science must include 111, 112, 211, 221, 222, 231, and 241. The required courses in mathematics are 111, 112, 117, and 121 or 302. Either Mathematics 256 or 357 is also recommended for students considering graduate work in computer science. All students anticipating a major in computer science are encouraged to take Computer Science 111 and the appropriate mathematics courses during their first year of college. Potential majors should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four computer science courses of at least three hours each and numbered higher than 101; Mathematics 117; and an additional three hours in mathematics other than Mathematics 105.

A minimum grade point average of 2.0 in courses that comprise a major or minor in the department is required for graduation.

Students with a special interest in multimedia development may wish to consider a program of study that combines computer science and digital art. Advisers in either the computer science or the art department can provide further information on coordinating a computer science major with an art minor, or vice versa.

Highly qualified majors are invited by the department to apply for admission to the honors program. To be graduated with the designation "Honors in Computer Science," students must satisfactorily complete a senior research paper and have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest University may not take courses in computer science at other institutions to satisfy divisional requirements.

**101. Overview of Computer Science.** (4h) Lecture and laboratory. An introduction to the organization and use of computers. Topics include computer architecture, systems, theory, logic, programming, the Internet, multimedia, and ethical, legal, and social issues. Does not count toward the computer science major or minor. Lab—two hours.

**111. Introduction to Computer Science.** (4h) Lecture and laboratory. A rigorous introduction to the process of algorithmic problem solving and programming in a modern programming language. Recommended as the first course for students considering a major or minor in computer science. Lab—two hours. P—Non-declared majors/minors only or POI.

**112. Fundamentals of Computer Science.** (4h) Lecture and laboratory. Problem solving and program construction using top-down design, data abstraction, and object-oriented programming. Linear data structures, recursion, and software development tools are introduced. Lab—two hours. P—CSC 111 or POI.

**165. Problem Solving Seminar.** (1h, P/F) A weekly seminar designed for students to develop their problem solving skills designing and implementing software. Does not count toward the computer science major or minor. May be taken twice. P—CSC 112. *Pass/Fail.*

**191. Special Topics.** (1h, 2h, or 3h) Topics in computer science that are not covered in regular courses or that give special practice in skills used in other courses. Not to be counted toward the major or minor in computer science. May be taken more than once if the topic changes.

**193. Independent Study.** (1h, 2h, or 3h) A course of independent study directed by a faculty adviser, not to be counted toward the computer science major or minor. By prearrangement.

**211. Computer Organization.** (4h) Lecture and laboratory. Computer organization from the perspective of instructions, including the central processor, busses, input and output units, and memory units. A weekly two-hour laboratory covers combinational logic, loaders and linkers, assembly language, address computation, and other architecture-related functions. Lab—two hours. P—CSC 112 and Mathematics 117.

**221. Data Structures and Algorithms I.** (3h) Study, analysis, and implementation of abstract data structures such as stacks, queues, trees, and graphs. Complexity analysis of algorithms that operate upon these structures. P—CSC 112. C—Mathematics 117.

**222. Data Structures and Algorithms II.** (3h) A continuation of the study, analysis, and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in CSC 221, and complexity classes are introduced. P—CSC 221 and Mathematics 111. (QR)

**231. Programming Languages.** (4h) Lecture and laboratory. A comparative study of programming language paradigms, including imperative languages, functional programming, logic programming, and object-oriented programming. Syntax, semantics, parsing, grammars, and issues in language design are covered. Lab—two hours. P—CSC 112 and Mathematics 117.

**241. Computer Systems.** (3h) Introduction to concepts of operating systems and networks including processor and memory management, concurrency, and protocol independent data communications. P—CSC 211 and 221.

**311. Computer Architecture.** (3h) An in-depth study of computer system and architecture design. Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures. P—CSC 211.

**321. Database Management Systems.** (3h) An introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—CSC 221.

**331. Object-Oriented Software Engineering.** (3h) A study of software design and implementation from an object-oriented perspective, covering abstraction, encapsulation, data protection, inheritance, composition, polymorphism, and dynamic vs. static binding. Students practice software engineering principles through team projects. P—CSC 221 and 231.

**333. Principles of Compiler Design.** (3h) A study of techniques for compiling computer languages including scanning, parsing, translating, and generating and optimizing code. P—CSC 211 and 221.

**341. Operating Systems.** (3h) The study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security. P—CSC 241.

**343. Internet Protocols.** (3h) The study of wide area connectivity through interconnection networks. Emphasis is placed on Internet architecture and protocols. Topics include addressing, routing, multicasting, quality of service, and network security. P—CSC 241.

**346. Parallel Computation.** (3h) A study of hardware and software issues in parallel computing. Topics include a comparison of parallel architectures and network topologies, and an introduction to parallel algorithms, languages, programming, and applications. P—CSC 222 and 241.

**352. Numerical Linear Algebra.** (3h) Numerical methods for solving matrix and related problems in science and engineering. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language such as Pascal, FORTRAN, or C is required. Credit is not allowed for both CSC 352 and Mathematics 326. P—CSC 111 and Mathematics 112, and Mathematics 121 or 302.

**355. Introduction to Numerical Methods.** (3h) Numerical computations on modern computer architectures; floating-point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Credit not allowed for both CSC 355 and Mathematics 355. P—CSC 111 and Mathematics 112, and Mathematics 121 or 302.

**361. Digital Media.** (3h) An introduction to digital media covering sampling and quantization, resolution, color representation, multimedia file formats, data encoding and compression, multimedia network issues, streaming data, and multimedia programming. P—CSC 221 and Mathematics 111.

**363. Computer Graphics.** (3h) A study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—CSC 221 and Mathematics 121 or 302.

**365. Image Processing Fundamentals.** (3h) A study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis. P—CSC 221 and Mathematics 121 or 302.

**371. Artificial Intelligence.** (3h) An introduction to problems in artificial intelligence. Knowledge representation and heuristic search in areas such as planning, machine learning, pattern recognition, and theorem proving. P—CSC 222.

**385. Bioinformatics.** (3h) An introduction to bioinformatics and computing techniques essential to current biomedical research. Topics include genome and protein sequence and protein structure databases, algorithms for bioinformatics research, and computer architecture and environment considerations. Also listed as Physics 327. P—CSC 112 or POI.

**391. Selected Topics.** (1h, 2h, or 3h) Topics in computer science that are not studied in regular courses or which further examine topics covered in regular courses. P—POI.

**393. Individual Study.** (1h, 2h, or 3h) A course of independent study directed by a faculty adviser. By prearrangement. No more than 3 hours may be counted toward the computer science major. Not to be counted toward the minor in computer science.

## Counseling (CNS)

**Chair** Samuel T. Gladding
**Professors** John P. Anderson, Samuel T. Gladding
**Associate Professor** Donna A. Henderson
**Assistant Professors** Debbie W. Newsome, Laura J. Veach
**Adjunct Assistant Professors** Leslie Armeniox, Robert Daniel, Elizabeth H. Taylor
**Instructors** Johnne Armentrout, Pamela Karr

The Department of Counseling offers most courses at the graduate level. The following course is the only course currently offered at the undergraduate level.

**102. Career Planning.** (3h) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world.

## *Cultural Resource Preservation (CRP)*

(Interdisciplinary Minor)

**Coordinator** Assistant Professor of Anthropology Paul Thacker

The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in cultural resource preservation which gives students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires History 366. Studies in Historic Preservation (3h), and four other courses for a total of fifteen hours. These fifteen hours must be distributed among at least three departments. The following courses may be included in the minor. (See course descriptions under appropriate departmental listings.)

| | |
|---|---|
| Anthropology | 112. Introduction to Archeology. (3h) |
| | 305. Museum Anthropology. (3h) |
| | 370. Old World Prehistory. (3h) |
| | 374. Prehistory of North America. (3h) |
| | 378. Conservation Archeology. (1.5h) |
| | 381., 382. Archeological Research. (3h, 3h) |
| Art | 233. American Architecture. (3h) |
| | 275. History of Landscape Architecture. (3h) |
| | 288. Modern Architecture. (3h) |
| | 293. Practicum. (3h) |
| History | 381., 382. Preservation Practicum I, II. (3h, 3h) |
| | 398. Individual Study. (1h, 1.5h, 2h, 3h) |
| Sociology | 151. Principles of Sociology. (3h) |
| | 205. Photography in the Social Sciences. (3h) |

Students intending to minor in cultural resource preservation should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

## *Early Christian Studies*

(Interdisciplinary Minor)

**Coordinators** Associate Professor of Classical Languages Mary Pendergraft and Professor of Religion Kenneth G. Hoglund

The interdisciplinary minor in early Christian studies currently requires eighteen hours.

*A. The student must take the following courses:*

| | |
|---|---|
| Religion | 321. Introduction to the New Testament. (3h) or |
| | 324. Early Christian Literature. (3h) |
| Classics | 276. The Age of Augustus. (3h) |
| Classics/Religion | 285. Interdisciplinary Seminar in the Greco-Roman World. (3h) |

*B. The student must take three additional courses (nine additional hours), with no more than one course (three hours) from any one department, from the following list:*

| | |
|---|---|
| Art | 241. Ancient Art. (3h) |
| | 244. Greek Art. (3h) |
| | 245. Roman Art. (3h) |
| | 296. Art History Seminar. (1.5h, 3h) |
| | a. Ancient Art / b. Medieval Art |
| Greek | 231. The Greek New Testament. (3h) |
| History | 315. Greek History. (3h) |
| | 316. Rome: Republic & Empire. (3h) |

| | |
|---|---|
| Philosophy | 232. Ancient and Medieval Philosophy. (3h) |
| | 331. Plato. (3h) |
| | 332. Aristotle. (3h) |
| Religion | 261. Foundations of Traditional Judaism. (1.5h) |
| | 319. Visions of the End: Jewish and Christian Apocalyptic. (3h) |
| | 320. The Search for Jesus. (3h) |
| | 321. Introduction to the New Testament (3h) |
| | 322. The General Epistles. (3h) |
| | 323. The Parables of Jesus. (3h) |
| | 324. Early Christian Literature. (3h) |
| | 326. Early Christian Theologians: Paul. (3h) |
| | 327. The Story of Jesus. (3h) |
| | 372. History of Christian Thought. (3h) |

## East Asian Languages and Cultures (EAL)

**Chair** David P. Phillips
**Associate Professors** Patrick Moran, David P. Phillips
**Assistant Professor** Yaohua Shi
**Senior Lecturer** Yasuko T. Rallings
**Instructor** Grace Ku

The department offers majors in Chinese and Japanese, with concentrations in Chinese language, Chinese language and literature, Japanese language, and Japanese language and literature. In addition to language proficiency at the level of Chinese 211 or Japanese 211, the majors require nine three-credit-hour courses in language and culture and related courses. Study abroad in Japan, China, or Taiwan is also required. Under special circumstances, a student may substitute an approved intensive immersion program in the United States for the study abroad requirement, with permission of the department chair. A minimum "C" average is required for all courses in the major.

The majors in Chinese and Japanese require five core courses: three advanced language courses (CHI 220, CHI 230, and CHI 299 taken abroad or JPN 220, JPN 230, and JPN 299 taken abroad), an introduction to East Asian history and culture (History 385) or equivalent, and an independent research project (EAL 300). The inclusion towards the major of language courses taken abroad other than those which are officially designated Wake Forest programs, requires permission from the department.

Each major includes concentrations in language and in language and literature. Majors concentrating in Chinese or Japanese language require, in addition to the core courses, four elective courses; up to two elective courses may be in the other East Asian language. For majors concentrating in Chinese or Japanese language and literature, in addition to the core courses, three literature courses (EAL/HMN 219, EAL/HMN 221, CHI 350, or JPN 350) and one elective course outside East Asian languages and cultures are required.

Highly qualified majors should apply for admission to the honors program in East Asian languages and cultures. To be graduated with the designation "Honors in East Asian Languages and Cultures," following completion of EAL 300 the student must enroll in EAL 302, present an honors-quality research paper, successfully defend the paper in an oral

examination, and earn an overall grade point average of 3.0 with an average of 3.3 on work in courses taken as part of the major in East Asian languages and cultures. For additional information, students should consult members of the department.

The department offers minors in Chinese language and in Japanese language. These minors require six hours in the language beyond the 211 level. Three of these hours should be in an advanced conversation class, either as 220, an independent study, or an equivalent course in an approved language program in China or Japan. Minor candidates are also required to participate in an approved semester educational exchange program in China, Taiwan, or Japan.

Requests for exceptions to the stated curriculum should be made to the department chair. Elective courses should be selected from an approved list in the department chair's office. More specific descriptions of each of the majors and course sequences are also available there.

### *East Asian Languages and Cultures (EAL)*

**170. Understanding Japan.** (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations. Credit not given for both EAL 170 and EAL 175. Also listed as Humanities 170. (CD)

**175. Japanese Culture: Insight and Outreach.** (3h) This course develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both EAL 170 and EAL 175. Also listed as Humanities 175. (CD)

**219. Introduction to Japanese Literature.** (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as Humanities 219.

**221. Introduction to Chinese Literature.** (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as Humanities 221.

**252. Introduction to Chinese Film.** (3h) An introductory study of film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the twentieth century to the present. The course explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as Humanities 252.

**300. Independent Research in East Asian Studies.** (1h, 2h, 3h) Supervised independent research project on a topic related to China or Japan. Students are expected to draw on their previous studies in East Asian languages and cultures and related areas of study in choosing an appropriate topic. Supervision is conducted by a faculty member. Majors are requested to designate second advisers in related departments. If the research project is not completed in one semester, the course may be repeated once for credit. P—POI and permission of chair.

**301. Special Topics.** (3h) Selected themes and approaches to East Asian literature, drama, culture, and film. Topics to be chosen by staff prior to the term the course is offered. May be repeated for credit. P—POI.

**302. Honors Seminar.** (3h) Writing of a major research paper. P—EAL 300 and POI.

*American Ethnic Studies (AES)*

**240. Asian-American Legacy: A Social History of Community Adaptation.** (3h) An introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. Also listed as Sociology 240. (CD)

*Chinese (CHI)*

**111, 112. Elementary Chinese.** (4h, 4h) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required.

**153. Intermediate Chinese.** (4h) Further study in grammar, reading, conversation, and composition. Lab required. P—CHI 112 or equivalent.

**196. Chinese Across the Curriculum.** (1h) Coursework in Chinese done as an adjunct to specially-designated courses throughout the college curriculum. P—POI.

**199. Individual Study.** (1-3h) P—POI.

**211. Wen-xue: Introduction to Literature Written in Chinese.** (4h) Readings in Chinese in prose and poetry. P—CHI 153 or POI.

**212. Wen-xue II: Recent Literature Written in Chinese.** (3h) Readings in recent Taiwan and mainland Chinese literature. P—CHI 153 or POI.

**220. Advanced Conversation.** (3h) Concentration on advanced conversational and interactional skills using a body of reading materials and audiovisual materials as the basis for class discussion. P—CHI 211, 212 or POI.

**230. Advanced Chinese I.** (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—CHI 220 or POI.

**231. Advanced Chinese II.** (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—CHI 230 or POI.

**251. Business Hanyu.** (3h) Communicating in Mandarin Chinese for business purposes. Addresses cultural differences in communication and spoken and written linguistic forms. P—CHI 153 or POI.

**299. Reading and Writing Chinese.** (3h) This course teaches reading and writing skills in Chinese language at the intermediate level. The course is designed to accompany concurrent courses in conversational Chinese and to provide a rigorous framework for the study and memorization of Chinese characters. This course, offered at the Beijing Institute of Education under the auspices of the Wake Forest/SASASAAS Program in China, may be repeated for credit with permission of instructor. P—CHI 111 or POI.

**350. Chinese Modern Literature Survey.** (3h) This course examines several key works of modern and contemporary literature in Chinese. The course fosters critical reading and interpretive skills and teaches the stylistics of writing analytical essays. P—CHI 211, 299, or POI.

**351. Classical Chinese.** (3h) Vocabulary and syntax of the written Chinese language prior to the twentieth century, including readings from the fourth century BC authors such as Mencius, along with writings from later centuries. P—CHI 211 or POI.

**Philosophy 253. The Main Streams of Chinese Philosophy and Religion.** (3h). Also listed as Religion 380. (See appropriate listings for descriptions and prerequisites of courses given in English.)

### *Humanities (HMN)*

**170. Understanding Japan.** (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations. Credit not given for both HMN 170 and 175. Also listed as East Asian Languages and Cultures 170. (CD)

**175. Japanese Culture: Insight and Outreach.** (3h) This course develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both HMN 170 and 175. Also listed as East Asian Languages and Cultures 175. (CD)

**219. Introduction to Japanese Literature.** (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as East Asian Languages and Cultures 219.

**221. Introduction to Chinese Literature.** (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as East Asian Languages and Cultures 221.

**251. The Asian-American Experience: Literature and Personal Narratives.** (3h) An introduction to the writings and narratives of Asian Americans of South and Southeast Asian descent, including Asian Americans of Chinese, Japanese, Korean, and Indian descent. The course explores the process of assimilation, including the effects of immigration and cultural conflict on literary forms of expression, as well as the formation of new cultural identities.

**252. Introduction to Chinese Film.** (3h) An introductory study of film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the twentieth century to the present. The course explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as East Asian Languages and Cultures 252.

**267. China, Character, and Columbine.** (3h) An examination, in Eastern and Western terms, of methodologies used to form and to reform the configurations of innate and learned factors that produce saints or sociopaths, centering on the psychological theory of Yan Xi-zhai. (CD)

### *International Studies (INS)*

**349. Japanese and American Culture: Cross-Cultural Communication.** (3h) An exploration of communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Special emphasis is placed on examining factors leading to

miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and Communication 351A. Also listed as Communication 351A. (CD)

### *Japanese (JPN)*

**111, 112. Elementary Japanese.** (4h, 4h) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required.

**153. Intermediate Japanese.** (4h) Further study in grammar, reading, conversation, and composition. Lab required. P—JPN 112 or equivalent.

**197. Japanese Across the Curriculum.** (1h) Coursework in Japanese done as an adjunct to specially-designated courses throughout the college curriculum. P—POI.

**199. Individual Study.** (1-3h) P—POI.

**211. Bungaku: Introduction to Literature Written in Modern Japanese.** (4h) Readings in Japanese in prose and poetry. P—JPN 153 or POI.

**212. Readings in Japanese Literature.** (3h) Readings in Japanese literature, society, and culture from the nineteenth century to contemporary literature. P—JPN 153 or POI.

**220. Advanced Conversation.** (3h) Study of conversational and interactional skills using reading materials and audiovisual materials as basis for class discussion. P—JPN 211.

**230. Advanced Japanese I.** (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—JPN 220.

**231. Advanced Japanese II.** (3h) Continuation of Japanese 230, with emphasis on oral presentation and compositional skills. P—JPN 230.

**299. Reading and Writing Japanese.** (3h) This course teaches reading and writing skills in Japanese language at the intermediate level. The course is designed to accompany concurrent courses in conversational Japanese, and to provide a rigorous framework for the study and memorization of Japanese characters. This course, offered at Kansai Gaidai University, may be repeated for credit with permission of instructor. P—JPN 111 or POI.

**350. Japanese Modern Literature Survey.** (3h) This course examines several key works of modern and contemporary literature in Japanese. The course fosters critical reading and interpretive skills and teaches the stylistics of writing analytical essays. P—JPN 211, 299, or POI.

## *East Asian Studies (EAS)*

(Interdisciplinary Minor)

**Coordinator** Associate Professor of East Asian Languages and Cultures David P. Phillips

The minor in East Asian studies provides an opportunity for students to undertake a multidisciplinary study of the art, history, philosophy, politics, religion, and culture of East Asia. It consists of a total of eighteen hours. Candidates for the minor are required to take at

least one course from three of the four curriculum groupings noted below. (See course descriptions under appropriate course listings.) Nine or more of the hours towards the minor must focus on a geographical area—South Asia, Japan, China, or Southeast Asia.

Appropriate credit in various fields of East Asian studies also may be obtained by study abroad in programs approved by the coordinator. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated adviser to discuss their interests and structure a coherent course of study. Courses may be chosen from among the following list of approved courses.

**311. Special Topics in East Asian Studies.** (1-3h) An intensive survey of one or more important issues in East Asian studies not included in the regular course offerings. P—POI.

**381. Independent Research in East Asian Studies.** (1-3h) Supervised independent research project on a topic related to East Asia. P—Permission of both instructor and coordinator of East Asian Studies. May be repeated for credit.

### Group One: Humanities

| | |
|---|---|
| Humanities | 170. Understanding Japan. (3h) |
| | 175. Japanese Culture: Insight and Outreach. (3h) |
| | 219. Introduction to Japanese Literature. (3h) |
| | 221. Introduction to Chinese Literature. (3h) |
| | 251. The Asian-American Experience: Literature and Personal Narratives. (3h) |
| | 252. Introduction to Chinese Film. (3) |

### Group Two: Art, Philosophy, and Religion

| | |
|---|---|
| Art | 104. Topics in World Art (when focus is Asia). (3h) |
| Philosophy | 253. The Main Streams of Chinese Philosophy and Religion. (3h) |
| Religion | 361. The Buddhist World of Thought and Practice. (3h) |
| | 363. The Religions of Japan. (3h) |
| | 381. Zen Buddhism. (3h) |
| | 382. Religion and Culture in China. (3h) |

### Group Three: Social Sciences

| | |
|---|---|
| American Ethnic Studies | 240. Asian-American Legacy: A Social History of Community Adaptation. (3h) |
| Communication | 351. Comparative Communication. (when topic is appropriate) (1.5h, 3h) |
| International Studies | 349. Japanese and American Culture: Cross-Cultural Communication (3h) |
| Political Science | 248. Chinese Politics. (3h) |
| | 260. United States and East Asia. (3h) |

343. Imperial China. (3h)
344. Modern China. (3h)
346. Japan before 1800. (3h)
347. Japan since World War II. (3h)
348. Japan since 1800. (3h)

## Economics (ECN)

**Chair** Allin F. Cottrell
**Archie Carroll Professor of Ethical Leadership** John C. Moorhouse
**Reynolds Professor** John H. Wood
**Professors** Allin F. Cottrell, Donald E. Frey, Claire H. Hammond, J. Daniel Hammond, Michael S. Lawlor, Perry L. Patterson, Robert M. Whaples
**McCulloch Family Fellow and Associate Professor** Jac C. Heckelman
**Associate Professor** Sylvain H. Boko
**Assistant Professor** Frederick H. Chen
**Visiting Assistant Professor** Rushad Faridi
**Visiting Instructor** Todd McFall

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics consists of twenty-seven hours in economics, including Economics 150, 201, 205, 206, 207, and at least one course from Economics 211, 222, 252 or 274. A minimum grade of C is required in Economics 150 and 201, and a minimum of C- in Economics 205 and 207; in addition, students must achieve an overall 2.0 average in economics courses. The student also must make a minimum grade of C in either Mathematics 106 or 111 and Mathematics 109 (or similar course with permission of department chair).

The minor in economics consists of eighteen hours, including Economics 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

Students may graduate with "Honors in Economics" if they have a grade point average of at least 3.0 and 3.3 in economics, and earn a minimum grade of B- in the research course, Economics 298. It is recommended that Economics 297 be taken as preparation for 298.

The Department of Economics and the Department of Mathematics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than forty-five hours, affords the student an opportunity to

apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Economics 150, 205, 207, 210, 211, 215, 218; Mathematics 111, 112, 113, 121, 254, 255; and three additional courses chosen with the approval of the program advisers. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematical Economics," a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

**150. Introduction to Economics.** (3h) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment is given to students with sophomore or upperclass standing.

**201. Economic Data Analysis.** (1.5h) A computer-oriented introduction to the gathering, presentation, and analysis of economic data. P—ECN 150.

**205. Intermediate Microeconomics I.** (3h) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—ECN 150.

**206. Intermediate Microeconomics II.** (3h) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—ECN 205.

**207. Intermediate Macroeconomics.** (3h) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips curves. Emphasizes contributions of Keynes and the Keynesian tradition, including some attention to primary literature. P—ECN 150.

**210. Microeconomic Models.** (1.5h) Development of formal models of consumer behavior, choice under risk, the firm, and demand and supply. Static and dynamic properties of the models are explored. P—ECN 205 and Mathematics 111.

**211. Macroeconomic Models.** (1.5h) Development of formal Keynesian, post-Keynesian, monetarist, and new classical macro models. Static and dynamic properties of the models are explored. P—ECN 207 and Mathematics 111.

**212. Economic Forecasting.** (3h) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—ECN 150. C—ECN 207.

**215. Introduction to Econometrics.** (3h) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—ECN 150 and Mathematics 109 or 256.

**216. Game Theory.** (3h) An introduction to mathematical models of social and strategic interactions. P—ECN 205 and Mathematics 109 or 113.

**218. Seminar in Mathematical Economics.** (3h) Calculus and matrix methods used to develop basic tools of economic analysis. P—ECN 205, 207 and Mathematics 111, 112.

**219. Decision Analysis.** (3h) The theory and practice of decision making under uncertainty. Applications and examples are drawn from realms of personal, legal, business, medical, and environmental decision making. P—ECN 150 and Mathematics 109.

**221. Public Finance.** (3h) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—ECN 205.

**222. Monetary Theory and Policy.** (3h) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—ECN 207.

**223. Financial Markets.** (3h) A study of the functions, structure, and performance of financial markets. P—ECN 205 and 207.

**224. Law and Economics.** (3h) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—ECN 205.

**225. Public Choice.** (3h) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—ECN 205 and 207.

**231. Economics of Industry.** (3h) Analysis of the link between market structure and market performance in United States industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors. Case studies may include automobiles, steel, agriculture, computers, sports, and telecommunications. P—ECN 205.

**232. Antitrust Economics.** (1.5h, 3h) Analysis of the logic and effectiveness of public policies designed to promote competition in the United States. P—ECN 150 and 205.

**235. Labor Economics.** (3h) A theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P—ECN 205.

**240. Economics of Health and Medicine.** (3h) Applications of the methods of economic analysis to the study of the health care industry. P— or C—ECN 205 and (choose one): Anthropology 380, Biology 380, Business 201, Economics 215, Health and Exercise Science 262, Mathematics 256, Mathematics 358, Psychology 211, or Sociology 371.

**241. Natural Resource Economics.** (3h) Develops the economic theory of natural resource markets and explores public policy issues in natural resources and the environment. P—ECN 150

**246. Urban Economics.** (3h) Theoretical and empirical study of the city as an economic entity, with attention to land-use patterns and prices, urban decay and redevelopment, suburbanization, housing, and city finance. P—ECN 150.

**251. International Trade.** (3h) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—ECN 205.

**252. International Finance.** (3h) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—ECN 205 and 207.

**253. Economies in Transition.** (3h) A theoretical and institutional examination of historically socialist nations and the dilemmas of transition. Special reference to the former Soviet Union. P—ECN 150.

**254. Current Issues in African Development.** (3h) A theoretical and practical study of the main economic, political and institutional dilemmas faced by African countries in the course of economic development. *Taught in Benin, West Africa, in summer.* P—POI.

**258. Economic Growth and Development.** (3h) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—ECN 205 or POI.

**261. American Economic Development.** (3h) The application of economic theory to historical problems and issues in the American economy. P—ECN 150.

**262. History of Economic Thought.** (3h) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—ECN 205 and 207.

**265. Economic Philosophers.** (1.5h, 3h) An in-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—ECN 205 and 207.

**268. Morals and Markets.** (3h) Historical survey of individualistic ethical values that have accompanied the development of market economics in the West. Considers critiques of, and alternatives to, these values. P—ECN 150.

**270. Current Economic Issues.** (1.5h, 3h) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomic trends, the distribution of income, minimum wages, immigration, Social Security, global warming, trade, regulation and deregulation, antitrust policy, health care, labor unions, tax reform, educational reform, and others. P—ECN 150.

**271, 272. Selected Areas in Economics.** (1h, 1.5h, 3h; 1h, 1.5h, 3h) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—ECN 205 and 207.

**273. Economics for a Multicultural Future.** (3h) Examines the challenges and promise of the increasingly diverse U.S. economy. P—ECN 150. (CD)

**274. Topics in Macroeconomics.** (3h) Considers significant issues and debates in macroeconomic theory and policy. Examples might include a New Classical-New Keynesian debate, the East Asian currency crisis of 1997-1998, conversion of federal deficit to surplus, competing models of economic growth, alternative monetary and fiscal policy targets. P—ECN 207.

**290. Individual Study.** (1.5h, 3h) Directed readings in a specialized area of economics. P—POI.

**297. Preparing for Economic Research.** (1.5h) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—POI.

**298. Economic Research.** (3h) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

# Education (EDU)

**Chair** Joseph O. Milner
**Wake Forest Professor** Patricia M. Cunningham
**Professor Emeritus** John H. Litcher
**Professors** Robert H. Evans, Joseph O. Milner, Linda N. Nielsen
**Associate Professors** Leah P. McCoy, Mary Lynn B. Redmond, Loraine M. Stewart
**Assistant Professors** R. Scott Baker, Ann C. Cunningham, Raymond C. Jones
**Adjunct Assistant Professors** Alan Cameron, Dorothy Hall, Rebeca Shore
**Instructor** Tracy Wilson

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students. The Wake Forest education programs are fully accredited by NCATE (National Council for Accreditation of Teacher Education) and by the North Carolina Department of Public Instruction.

Prospective elementary and secondary social studies teachers earn licensure in those broad areas and major in education. Prospective secondary teachers of English, Latin, mathematics, science, and prospective K-12 teachers of foreign languages major in that discipline and minor in education. A minor in secondary social studies education is also available. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure. The state of North Carolina issues the Professional Class A Teacher's License to graduates who have completed an approved program including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the licensure officer.

Students who have graduated from an institution of higher education but have not completed an approved licensure program may seek admission to the department in order to complete the Class A License.

Students who wish to prepare for teaching at the secondary level but are unable to devote a semester to student teaching can earn a non-license minor. This minor will ease attainment of a lateral entry teaching position.

Admission Requirements. Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires teacher education program applicants to successfully complete the Praxis I before being formally admitted.

All students are required to have a 2.5 or better grade point average before being formally accepted in the Teacher Education Program. Formal acceptance into the program should take place by June 1 of the junior year for secondary students and by January 1 of the junior year for elementary students.

**Program Area Goals.** The goals and objectives for each licensure area are available in the office of the Department of Education.

**Course Requirements.** The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary licensure, the majority of the professional work is taken during one semester of the senior year. Candidates for the elementary license typically begin coursework required for licensure during the sophomore year.

**Student Teaching.** Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of Methods and Materials, Educational Technology, Educational Psychology, and the Foundations of Education courses; and (3) formal admission to the teacher education program.

Students are assigned to student-teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student-teaching experience. Students may not take courses outside the education department during this semester without the approval of the department chair.

**Exit Requirements.** Students must maintain at least a 2.5 grade point average while enrolled in the teacher education program and complete the program with a minimum grade point average of 2.5. The state of North Carolina requires candidates for professional licensure in elementary education to successfully complete the appropriate Praxis II Subject Assessment Exam(s).

### *Teaching Area Requirements*

***Secondary Licensure***

*Junior Year: EDU 201 and 311*
*Senior Year: EDU 354, 307; 364, 374 and 381*

**English.** Thirty hours, including English 287, 323, and 390 or its equivalent. A course in world literature is also required.

**French.** Licensure in K-12 in French: A minimum of nine three-hour French courses numbered above French 213. French 215, 216, 219, 220, 222, 370, one of the genre courses (363, 364, or 365), and two additional advanced level courses are required.

**Spanish.** Licensure in K-12 in Spanish: A minimum of nine three-hour Spanish courses numbered above Spanish 213. Spanish 217, 218, 219, 220, 322, plus three advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, are required.

**German.** Licensure in K-12 in German: A minimum of twenty-eight hours beyond German 112 or 113. These must include German 217; 218, 219, 220, or 221; at least one course from among the sequence 249, 281, 285, and 300.

**Latin.** The requirements are the same as those for the major in Latin.

**Mathematics.** Thirty-two hours, including Mathematics 111, 112, 113, 121, 221, 331, 357, (211 or 311), and two other courses beyond 113.

**Science.** Licensure in the individual fields of science: biology (thirty-five hours), chemistry (forty-four hours for BA), and physics (twenty-eight hours). All courses must be from the same courses required for majors in those fields.

**Social Studies.** Thirty hours, including eighteen hours in history and twelve hours from four other social sciences. History hours include six hours from European or world history, six hours from U.S. history, and six hours from nonwestern history. The twelve additional hours come from one course each in economics, geography, political science, and anthropology or sociology.

Education courses required for a secondary license include Education 201, 307, 311, 354, 364, 374, and 381.

*Elementary Licensure*

A major in elementary education requires thirty-nine hours including Education 201, 202, 203, 221, 222, 250, 293, 294, 295, 296, 298, 307, 311, 312, and 382. In addition to or as part of lower division requirements, all education majors must have taken at least one course in biology, one course in mathematics, one course in art or music, and Psychology 151.

*Sophomore or Junior Year:* EDU 201 and 202
*Junior Year:* EDU 311, 203, 221, 295, 296, 298 and 307
*Senior Year:* EDU 222, 293, 294, 382 and 350

*Education Minors*

The minor in professional education requires Education 201, 307, 311, 354, 364, 374, 381, and is awarded only to students who complete student teaching. The non-license minor, which does not include student teaching, requires all of the coursework required for the minor and a major in one of the secondary license areas.

**131. Adolescent Literature.** (2h) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism. By placement only.

**201. Foundations of Education.** (3h) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems. Includes twenty hours field experience if not taken concurrently with Education 202. P—POI. (CD)

**202. Field Experience One.** (2h) Practical experiences in classrooms. Weekly public school experience and seminar. Should be taken concurrently with Education 201. P—POI. *Pass/Fail only.*

**203. Field Experience Two.** (2h) Teaching experiences in classrooms in a diverse school environment. Weekly school participation and seminar. P—EDU 201 and 202 and POI. *Pass/Fail only.*

**221. Children's Literature.** (2h) A survey of the types and uses of literature appropriate for elementary grades, including multicultural literature.

**222. Integrating the Arts and Movement into the Elementary Curriculum.** (2h) A survey of the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P—POI.

**223. Theatre in Education.** (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasis on methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as Theatre 270.

**231. Adolescent Literature.** (3h) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.

**250. Student Teaching: Elementary.** (4h) Supervised teaching experience in grades K-6. P—POI. *Pass/Fail.*

**271. Geography: The Human Environment.** (3h) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization. Credit not allowed for both EDU 271 and 274.

**272. Geography Study Tour.** (3h) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. (CD) *Offered in the summer.*

**273. Geography: The Natural Environment.** (3h) A systematic study of the major components of physical geography with special emphasis on climate and topography.

**274. Environmental Geography.** (3h) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. Credit not allowed for both EDU 274 and 271.

**281. Public Life and the Liberal Arts.** (3h) The course is devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. Politics and the Arts, and Theory and Practice in Public Life are representative topics.

**293. Elementary School Curriculum.** (3h) General principles of curriculum and teaching methods, including adaptations for exceptional learners of all types and integration among all curriculum areas. P—POI.

**294. Teaching Elementary Language Arts.** (3h) Methods and materials for teaching language arts, including adaptations for diverse and exceptional learners. P—POI.

**295. Teaching Elementary Social Studies in a Pluralistic Society.** (3h) Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners. P—POI.

**296. Teaching Elementary Mathematics.** (3h) Methods and materials for teaching mathematics, including adaptations for diverse and exceptional learners. P—POI.

**297. Trends and Issues in American Schools.** (1h) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

**298. Teaching Elementary Science.** (3h) Methods and materials for teaching science, including adaptations for diverse and exceptional learners. P—POI.

**303. History of Western Education.** (3h) Educational theory and practice from ancient times through the modern period, including American education.

**304. Theories of Education.** (3h) Contemporary proposals for educational theory and practice studied in the context of social issues.

**305. The Sociology of Education.** (3h) A study of contemporary educational institutions. This course examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

**307. Technology in Education.** (3h) An introduction to the use of computers in education. Includes use of Internet, software, and hardware, including multimedia, to meet instructional goals. P—EDU 201 and 311 and POI.

**308. School and Society.** (3h) A study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements. P—EDU 201 or introductory course in history or social science.

**310. Race, Class, and Gender in a Color-blind Society.** (3h) An examination of issues surrounding race, class, and gender in the United States. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as American Ethnic Studies 310.

**311. Educational Psychology.** (3h) The theories, processes, and conditions of effective teaching/learning. Includes twenty-hour field experience in a diverse setting if student does not take Education 203. P—EDU 201 and POI.

**312. Teaching Children with Special Needs.** (3h) A survey of the various types of learning problems commonly found in elementary children. Students observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques. P—EDU 221 and 250.

**313. Human Growth and Development.** (3h) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

**351. Adolescent Psychology.** (3h) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

**354. Methods and Materials.** (3h) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). Includes forty-hour field experience component. P—EDU 201.

**358. Studies in Contemporary Leadership.** (3h) An examination of contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact hour internship is required.

**362. Field Experience One.** (1h) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. *Pass/Fail only.*

363. Field Experience Two. (1h) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. P—EDU 362. *Pass/Fail only.*

364. Secondary Student Teaching. (9h) Supervised teaching experience in grades 9-12 (K-12 for foreign language). Full-time, fifteen-week field experience. P—POI.

374. Student Teaching Seminar. (1.5h) Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis on the application of effective instructional methods and materials.

381. Special Needs Seminar. (1.5h) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, diversity, and evaluation.

382. Teaching Elementary Reading. (3h) Methods and materials for teaching reading, including adaptations for diverse and exceptional learners. P—POI.

387. Tutoring Writing. (1.5h) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both EDU 387 and English 287.

390. Methods and Materials for Teaching Foreign Languages (K-6). (3h) A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6.

391. Teaching the Gifted. (3h) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (3h) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (1h, 3h) A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (3h) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience are used to develop a richer understanding of such a special school setting.

395. Teaching Exceptional Students. (2h) An introduction to understanding exceptional students and effective teaching strategies for their inclusion in the regular classroom.

396. Education in Business and Industry. (3h) Educational concepts applied to programs in education and training in business/industrial settings.

397. Research and Trends in the Teaching of Foreign Languages. (3h) A study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology.

# English (ENG)

**Chair** Eric G. Wilson
**W. R. Kenan Jr. Professor of Humanities** Allen Mandelbaum
**Wake Forest Professor of English** James S. Hans
**Professors** Anne Boyle, Mary K. DeShazer, Andrew V. Ettin, Claudia Thomas Kairoff, Philip F. Kuberski, Barry G. Maine, William M. Moss, Gillian R. Overing, Gale Sigal
**Poet-in-Residence and Associate Professor** Jane Mead
**Z. Smith Reynolds Faculty Fellow and Associate Professor** Eric G.Wilson
**Associate Professors** Bashir El-Beshti, Scott W. Klein, Lisa Sternlieb, Olga Valbuena,
**Associate Professor in Journalism** Wayne King
**Assistant Professors** Janis Caldwell, Dean Franco, Michael Hill, Jefferson Holdridge, John McNally, Nagesh Rao, Jessica Richard, Evie Shockley
**Lecturer** Thomas W. McGohey
**Lecturers in Journalism** Justin Catanoso, Michael Horn
**Adjunct Assistant Professors** Shona Simpson, Michael Strysick
**Visiting Assistant Professors** Susan Bussey, Bonnie Carr, William Hacker, Stephanie Hawkins, Paul Hecht, Andrew Leiter, Michael Malouf, Jason Powell, Kersti Powell, Chad Trevitte, Scott Walker
**Visiting Hebrew University Scholar** Jon Whitman
**Visiting Instructors** Marlon Kuzmick Jr., John Martin, Stéphane Robolin
**Visiting Poet-in-Residence** Dennis Sampson
**Visiting Instructor in Journalism** Mary Martin Niepold

The major in English requires a minimum of thirty hours, at least twenty-four hours of which must be in advanced language and literature courses numbered 300 to 399. The remaining six hours may consist of English 160/165 and 170/175 or of one of those plus an additional 300-level language and literature course. Majors are not required to take both 160/165 and 170/175, but one of these courses must be taken as a prerequisite for any 300-level course. English 111, the basic writing requirement, cannot be counted for credit toward the major or minor in English; likewise, it cannot be counted as a substitute for the 160/170 English literature divisional requirement. No 200-level courses can count toward the major without special permission of the department. The advanced courses for the major must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and a major seminar, English 300, which must be taken no later than the spring semester of the junior year. All English majors, except late declarees, must pre-register in the spring of their sophomore year for the major seminar. No more than two advanced writing courses (383, 398, and 399) may be counted toward the major. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres. No more than two courses (6 hours) taken elsewhere may be counted toward the twenty-four hours of 300-level English courses required for the major, with individual petitions to be made for possible exceptions. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

A minimum grade-point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor this department offers.

A minor in English requires English 160 or 165 and English 170 or 175, plus fifteen hours in advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student. No more than one course (3 hours) taken elsewhere may be counted toward the fifteen hours of 300-level English courses required for the minor, with individual petitions to be made for possible exceptions. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

Highly qualified majors recommended by the English faculty are invited to apply to the honors program in English during the second semester of their junior year. To graduate with "Honors in English," students must have a minimum grade point average of 3.5 in the major and 3.2 in all course work and must satisfy the requirements of the program by completing English 388 during their senior year. Interested students may consult the director of the English honors program for further information.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major or minor; they may be taken as electives regardless of the field of study in which a student majors. English 111, AP score of 4 or 5, or exemption by the department is a prerequisite for any English course above 111. Students enrolled at Wake Forest may take no more than one of the Division II, Category 1 and 2 courses elsewhere (either British or American literature but not both). This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

### *Lower Division Courses*

**105. Introduction to Critical Reading and Writing.** (3h) Training in the fundamentals of written English and introduction to the activities basic to undergraduate study: critical reading and writing, interpretation, report, and discussion. Admission by placement only; does not satisfy the basic composition requirement.

**111. Writing Seminar.** (4h) Training in expository writing; frequent essays based on readings in a selected topic.

**160. Introduction to British Literature.** (3h) Eight to ten writers representing different periods and genres. P—ENG 111 or exemption from ENG 111.

**165. Studies in British Literature.** (3h) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Exemption from ENG 111 or recommendation of the department.

**170. Introduction to American Literature.** (3h) Emphasis on a minimum of seven writers of the nineteenth and twentieth centuries, including both prose and poetry. P—ENG 111 or exemption from ENG 111.

**175. Studies in American Literature.** (3h) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Exemption from ENG 111 or recommendation of the department.

**210. Advanced Composition.** (3h) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

**224. Exploring Shakespeare.** (3h) Six to eight works by Shakespeare in different genres, studied through printed texts, films, and videos. Emphasis is on developing abilities to understand and appreciate Shakespeare's works in performance through attention to language and stagecraft. This course may not be counted toward the major or minor in English.

**299. Individual Study.** (1.5h-3h) A course of independent study with faculty guidance. By prearrangement.

### *Journalism Courses*

*See section on Journalism.*

### *Writing Courses*

**285. Poetry Workshop.** (1.5h, 3h) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

**286. Short Story Workshop.** (1.5h, 3h) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form.

**287. Tutoring Writing.** (1.5h) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both Education 387 and English 287.

**383. Theory and Practice of Poetry Writing.** (3h, 3h) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. Either 383 or 384 may count toward the major in English, but not both. P—ENG 285 or POI.

**398. Advanced Fiction Writing.** (3h) Primarily a short story workshop, with class discussion on issues of craft, revision, and selected published stories. May be repeated once. P—ENG 286 or POI.

**399. Advanced Expository Writing.** (3h) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines. P—ENG 160, 165, 170, or 175.

### *Advanced Language and Literature Courses*

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170 and 175, all of which are offered each semester.

**300. Seminar in the Major.** (3h) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.

**301. Individual Authors.** (1.5h) Study of selected work from an important American or British author. May be repeated.

**302. Ideas in Literature.** (1.5h, 3h) Study of a significant literary theme in selected works. May be repeated.

**304. History of the English Language.** (3h) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

**305. Old English Language and Literature.** (3h) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from Beowulf and selected poems and prose.

**307. Dante I.** (1.5h) A study of the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as Humanities 361.

**308. Dante II.** (1.5h) The completion of the course on the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as Humanities 362. P—ENG 307 or Humanities 361, or POI.

**310. The Medieval World.** (3h) Through the reading of primary texts, this course examines theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. (CD—Depending on topic covered.)

**311. The Legend of Arthur.** (3h) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chrétien de Troyes and Sir Thomas Malory.

**312. Medieval Poetry.** (3h) The origin and development of poetic genres and lyric forms of medieval vernacular poetry.

**315. Chaucer.** (3h) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

**319. Virgil and His English Legacy.** (3h) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. Also listed as Classical Languages 259.

**320. British Drama to 1642.** (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Also listed as Theatre 320.

**323. Shakespeare.** (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Also listed as Theatre 323.

**325. Sixteenth-Century British Literature.** (3h) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

**326. Studies in English Renaissance Literature.** (3h) Selected topics in Renaissance literature. Consideration of texts and their cultural background.

**327. Milton.** (3h) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost.*

**328. Seventeenth-Century British Literature.** (3h) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

**330. Restoration and Eighteenth-Century British Literature.** (3h) Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends.

**335. Eighteenth-Century British Fiction.** (3h) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

**336. Restoration and Eighteenth-Century British Drama.** (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Also listed as Theatre 336.

**337. Studies in Eighteenth-Century British Literature.** (3h) Selected topics in eighteenth-century literature. Consideration of texts and their cultural background.

**340. Studies in Women and Literature.** (3h) a.) The woman writer in society. b.) Feminist critical approaches to literature.

**350. British Romantic Poets.** (3h) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.

**351. Studies in Romanticism.** (3h) Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.

**353. Nineteenth-Century British Fiction.** (3h) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.

**354. Victorian Poetry.** (3h) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.

**357. Studies in Chicano Literature.** (3h) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Also listed as American Ethnic Studies 357. (CD)

**358. Postcolonial Literature.** (3h) A survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender and class. (CD)

**359. Studies in Postcolonial Literature.** (3h) Examination of themes and issues in postcolonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class. (CD)

**360. Studies in Victorian Literature.** (3h) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.

**361. Literature and Science.** (3h) Literature of and about science. Topics vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature.

**362. Irish Literature in the Twentieth Century.** (3h) A study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Course consists of overviews of the period as well as specific considerations of genre and of individual writers.

**363. Studies in Modernism.** (3h) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.

**364. Studies in Literary Criticism.** (3h) Consideration of certain figures and schools of thought significant in the history of literary criticism.

**365. Twentieth-Century British Fiction.** (3h) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.

**366. James Joyce.** (3h) The major works by James Joyce, with an emphasis on *Ulysses*.

**367. Twentieth-Century English Poetry.** (3h) A study of twentieth-century poets of the English language, exclusive of the United States poets, are read in relation to the literary and social history of the period.

**368. Studies in Irish Literature.** (3h) The development of Irish literature from the eighteenth century through the early twentieth century in historical perspective, with attention to issues of linguistic and national identity.

**369. Modern Drama.** (3h) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.

**370. American Literature to 1820.** (3h) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.

**371. American Ethnic Literature.** (3h) Introduction to the field of American ethnic literature, with special emphasis on post WWII formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. The course highlights issues, themes, and stylistic innovations particular to each ethnic group and examines currents in the still-developing American culture. (CD)

**372. American Romanticism.** (3h) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.

**373. Literature and Film.** (3h) Selected topics in the relationship between literature and film, such as film adaptations of literary works, the study of narrative, and the development of literary and cinematic genres.

**374. American Fiction before 1865.** (3h) Novels and short fiction by such writers as Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.

**375. American Drama.** (3h) A historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson. Also listed as Theatre 375.

**376. American Poetry before 1900.** (3h) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

**377. American Jewish Literature.** (3h) A survey of writings on Jewish topics or experiences by American Jewish writers. The course explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions. (CD)

**378. Literature of the American South.** (3h) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

**379. Literary Forms of the American Personal Narrative.** (3h) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.

**380. American Fiction from 1865 to 1915.** (3h) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

**381. Studies in African-American Literature.** (3h) Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent. (CD)

**382. Modern American Fiction, 1915 to 1965.** (3h) To include such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon.

**383. Theory and Practice of Poetry Writing.** (3h) Emphasis is on reading and discussing student poems in terms of craftsmanship and general principles. May be repeated once. P—ENG 285 or POI.

**385. Twentieth-Century American Poetry.** (3h) Readings of modern American poetry in relation to the literary and social history of the period.

**386. Directed Reading.** (1.5h-3h) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

**387. African-American Fiction.** (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as American Ethnic Studies 387. (CD)

**388. Honors in English.** (3h) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."

**389. African-American Poetry.** (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as American Ethnic Studies 389. (CD)

**390. The Structure of English.** (3h) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

**391. Studies in Postmodernism.** (3h) Interdisciplinary, comparative, and theoretical approaches to works and authors.

**393. Multicultural American Drama.** (3h) An examination of the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. The course includes consideration of issues, themes, style, and form. Also listed as Theatre 376. (CD)

**394. Contemporary Drama.** (3h) The course considerd experiments in form and substance in plays from Godot to the present. Readings cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard. Also listed as Theatre 372.

**395. Contemporary American Literature.** (3h) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

**396. Contemporary British Fiction.** (3h) A study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson and Ishiguro.

**398. Advanced Fiction Writing.** (3h) Primarily a short story workshop, with class discussion on issues of craft, revision, and selected published stories. May be repeated once.
P—ENG 286 or POI.

**399. Advanced Expository Writing.** (3h) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines.
P—ENG 160, 165, 170, or 175.

# Environmental Program (ENV)

**Director** Professor of Biology Robert A. Browne

## *Interdisciplinary Minor in Environmental Science*

The Wake Forest environmental program offers an environmental science or an environmental studies minor. The environmental program provides an interdisciplinary approach to the study of human-environmental interaction. The program seeks to identify and apply perspectives from biology, chemistry, physics, geography, English, government, economics, history, law, ethics, and anthropology to the human impact on the natural environment. The environmental science or the environmental studies minor, coupled with a liberal arts major, is designed to prepare students for careers in the environmental sciences, law, public health, public policy, and public administration, and to develop attitudes and values consistent with a sustainable environmental future.

The following courses are required for the environmental science minor: (See course descriptions under appropriate listings.)

| | |
|---|---|
| Environmental Program | 201. Environmental Issues. (3h) |
| Chemistry/Physics | 120. Physics and Chemistry of the Environment. (4h) |
| Economics | 241. Natural Resource Economics. (3h) |

A total of eighteen hours (including eight hours of elective courses) is required for the minor. The following courses can serve as electives for the environmental science minor: (See course descriptions under appropriate listings.)

| | |
|---|---|
| Biology | 340. Ecology. (4h) |
| | 341. Marine Biology. (4h) |
| | 342. Aquatic Ecology. (4h) |
| | 343. Tropical Ecology. (3h) |
| | 347. Physiological Plant Ecology. (3h) |
| | 349S. Tropical Biodiversity. (4h) |
| | 350. Conservation Biology. (3h) |
| | 377. Community Ecology. (4h) |
| | 385. Oceanography. (3h) |
| | 386. Practical Oceanography. (4h) |
| Chemistry | 334. Chemical Analysis. (4h) |
| Environmental | 250. Nautical Sciences. (3h) |
| | 391. Independent Study. (1.5h) |

## *Interdisciplinary Minor in Environmental Studies*

The following courses are required for the environmental studies minor: (See course descriptions under appropriate listings.)

| | |
|---|---|
| Environmental Program | 201. Environmental Issues. (3h) |
| Anthropology | 339. Culture and Nature. (3h) |
| Economics | 241. Natural Resource Economics. (3h) |

A total of eighteen hours (including nine hours of elective courses) is required for the minor. The following courses can serve as electives for the environmental studies minor: (See course descriptions under appropriate listings.)

| | |
|---|---|
| Biology | 237. Plants and People. (3h) |
| | 340. Ecology. (4h) |
| | 341. Marine Biology. (4h) |
| | 342. Aquatic Ecology. (4h) |
| | 343. Tropical Ecology. (3h) |
| | 347. Physiological Plant Ecology. (3h) |
| | 349S. Tropical Biodiversity. (4h) |
| | 350. Conservation Biology. (3h) |
| | 377. Community Ecology. (4h) |
| | 385. Oceanography. (3h) |
| | 386. Practical Oceanography. (4h) |
| Chemistry | 120. Physics and Chemistry of the Environment. (4h) |
| | 334. Chemical Analysis. (4h) |
| Education | 271. Geography: The Human Environment. (3h) |
| | 274. Environmental Geography. (3h) |

| | |
|---|---|
| Environmental | 250. Nautical Sciences. (3h) |
| | 391. Independent Study. (1.5h) |
| Humanities | 250. Maritime Studies. (3h) |
| | 365. Humanity and Nature. (3h) |
| Interdisciplinary Honors | 246. Man and the Environment. (3h) |
| Philosophy | 163. Environmental Ethics. (3h) |
| Physics | 120. Physics and Chemistry of the Environment. (4h) |

**201. Environmental Issues.** (3h) Topics include environmental literature, environmental history, human populations, resource management, pollution, global change, and environmental ethics.

**250. Nautical Sciences.** (3h) Provides the theoretical background necessary for operating vessels at sea. In lectures, lab sessions, field trips, and student projects, Sea Education Association captains introduce the principles fundamental to sailing vessel operations. Students learn and apply essential concepts in general physics, astronomy, and meteorology. *Offered only in conjunction with the Sea Education Association program.*

**391, 392. Individual Study.** (1.5h, 1.5h) A field study, internship, project or research investigation carried out under the supervision of a member of the environmental program faculty. Pass/fail or for a grade at the discretion of the instructor. Pass/fail is not an option if used as an elective for the environmental science or environmental studies minor.

## *Film Studies*

(Interdisciplinary Minor)

**Director** Reynolds Professor of Film Studies Peter Brunette

Film Studies offers an interdisciplinary approach to the study of film through a body of courses that expose students to the cultural, political, and social implications of this art form. Courses in the minor provide students with the critical tools necessary for both evaluating and producing film texts, and it prepares qualified students to choose critical and/or creative paths for further study or in a profession.

A minor in film studies requires a minimum of eighteen hours of approved courses. Candidates for the minor must complete Introduction to Film (Communication 246) and Film Theory and Criticism (Communication 311) and an additional twelve hours of courses from a list approved by the Film Studies Steering Committee: at least three hours from each of the designated fields of International Cinema and Production, and six hours of electives.

*Required Course: Students should contact the director of Film Studies for the most current list of courses that count toward the minor.*

| | |
|---|---|
| Communication | 246. Introduction to Film. (3h) |
| | 311. Film Theory and Criticism. (3h) |

*International Cinema:*

| | |
|---|---|
| French | 360. Cinema and Society. (3h) |
| Humanities | 382. Italian Cinema and Society. (3h) |
| | 383. Italian Fascism in Novels and Films. (3h) |
| Italian | 325. Italian Neorealism in Films and Novels. (3h) |
| | 326. Comedy in Italian Cinema. (3h) |
| | 327. Modern Italian Cinema. (3h) |
| | 330. Cinematic Adaptation and Literary Inspiration. (3h) |
| Spanish | 361. Latin-American Cinema and Ideology. (3h) |
| | 370. Film Adaptations of Literary Works. (3h) |

*Production:*

| | |
|---|---|
| Art | 114. Digital Art I. (3h) |
| | 214. Digital Art II. (3h) |
| Communication | 212. Introduction to Production and Theory. (3h) |
| | 213. Media Production: Documentary. (3h) |
| | 214. Media Production: Narrative. (3h) |
| | 310. Advanced Media Production. (3h) |
| | 316. Screenwriting. (3h) |
| Theatre | 141. On-Camera Performance. (3h) |

General:

| | |
|---|---|
| Art | 260. Classics of World Cinema. (3h) |
| | 296K. Art History Seminar: Film (3h) |
| Communication | 312. Film History to 1945. (3h) |
| | 313. Film History since 1945. (3h) |
| English | 373. Literature and Film. (3h) |

The director of film studies maintains a list of additional (not regularly offered) film courses that may be counted toward fulfillment of the minor.

# German and Russian

**Chair** Kurt C. Shaw
**Professors** William S. Hamilton, Larry E. West
**Associate Professors** Kurt C. Shaw, Rebecca Thomas
**Assistant Professors** Alyssa Lonner, Grant P. McAllister
**Lecturers** Christa G. Carollo, Perry L. Patterson

## *German (GER)*

A major in German requires eight courses beyond 153 to include 217, 300, and at least one course from among the sequence 249, 281, 283, 285. A minor in German requires five courses beyond 153, to include 217 and at least one course from among the sequence 249, 281, 283, 285.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," students must complete a senior research project. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin, the W. D. Sanders Scholarships, and program of study at Freiburg, Berlin, and Vienna, administered by the Institute for the International Education of Students (IES).

111, 112. Elementary German. (3h, 3h) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

113. Intensive Elementary German. (4h) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112. Lab—one hour.

153. Intermediate German. (4h) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—GER 112 or 113.

153x. Intermediate German. (3h) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (3h) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. Students attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. P—GER 112 or 113. *Pass/Fail. Offered in summer.*

214. Masterpieces of Austrian Literature. (3h) Study of masterpieces of Austrian literature of the nineteenth, twentieth, and twenty-first centuries. Lecture and discussion in German. P—153 or equivalent.

215. Introduction to German Literature. (3h) Masterpieces of German literature from the early period to 1848. P—GER 153 or equivalent.

216. Introduction to German Literature. (3h) Masterpieces of German literature from 1848 to the present. P—GER 153 or equivalent.

**217. Composition and Grammar Review.** (3h) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—GER 153 or equivalent. Fall.

**218. Basic Conversation.** (3h) Practice in speaking German, stressing correctness of structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—GER 153 or equivalent. *Spring.*

**219. Advanced Conversation.** (3h) Practice in speaking German at a more advanced level, stressing discussion of various topics of current importance in the German-speaking countries. Considerable attention is devoted to achieving fluency. P—GER 218 or POI. *Offered fall semester of even years.*

**220. German Civilization I.** (3h) Survey of German culture and civilization from prehistoric times to 1918. Conducted in German. P—GER 153 or equivalent. *Offered fall semester of odd years.* (CD)

**221. German Civilization II.** (3h) Survey of German culture and civilization from the Weimar Republic to the present, with particular emphasis on contemporary Germany. Conducted in German. P—GER 153 or equivalent. *Offered spring semester of even years.* (CD)

**229. German for Business and Economics.** (3h) Introduction to the spoken and written language of the German business world. Emphasis on business correspondence and oral proficiency skills for banking, import/export and commercial transactions. P—GER 217 and 218 or POI. *Offered spring semester of odd years.*

**231. Weimar Germany.** (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. Also listed as History 318.

**240. German Masterworks in Translation.** (3h) Examination of selected works of German, Austrian, and Swiss fiction in English translation by such writers as Goethe, Schiller, Kafka, Mann, and Schnitzler. Literary periods, genres, and authors vary according to instructor. Students may not receive credit towards the German major or minor for both GER 240 and GER 231. *Fall*

**249. German Literature before 1700.** (3h) A survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, medieval drama, Martin Luther, and the Baroque period. P—GER 215, 216, or equivalent. *Fall.*

**270. Individual Study.** (1-3h) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—GER 215, 216, and POI.

**281. German Literature from the Enlightenment through Romanticism.** (3h) Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. P—GER 215, 216, or equivalent. *Fall.*

**283. German Literature from Poetic Realism through Naturalism.** (3h) Study of selected works from the Realist period and subsequent Naturalist movement, with attention to the historical and social contexts in which they emerge.

**285. German Literature of the Modern Age.** (3h) Intensive study of representative works of major German, Austrian, and Swiss authors of the twentieth and twenty-first centuries. P—GER 215, 216, or equivalent. *Fall.* (CD)

**287, 288. Honors in German.** (2.5h, 2.5h) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

300. Seminar in the Major. (3h) Intensive examination of a selected genre or special topic to be determined by the instructor. Intensive practice in critical discourse, including discussion and an oral presentation in German. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. May be repeated. P—GER 249, 281, 285, or equivalent. *Spring.*

### *Semester in Vienna*

2507. Fin de Siécle Vienna. (3h) Survey of major developments in Viennese art, music, literature, and society from roughly 1889 to 1918. Important figures to be discussed are Mahler, Schoenberg, Klimt, Schiele, Schnitzler, Musil, Freud, and Herzl. *Taught only in Vienna.*

### *Russian (RUS)*

A major requires twenty-four hours beyond Russian 153 and must include Russian 215, 216, 221, and either 217 or 218. A minor in Russian requires fifteen hours beyond 153, three of which must be earned in Russian 221. Students of Russian are invited to apply for study at Moscow State University.

111, 112. Elementary Russian. (3h, 3h) The essentials of Russian grammar, conversation, drill, and reading of elementary texts.

153. Intermediate Russian. (4h) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. P—RUS 112 or equivalent.

215. Introduction to Nineteenth-Century Russian Literature. (3h) Readings of selected short stories and excerpts from longer works from the nineteenth century. P—RUS 153 or equivalent.

216. Introduction to Twentieth-Century Russian Literature. (3h) Readings of selected short stories and excerpts from longer works from the twentieth century. P—RUS 153 or equivalent.

217. Seminar in Nineteenth-Century Russian Literature. (3h) A study of the foremost writers, with reading of representative works. P—RUS 215 or 216.

218. Seminar in Twentieth-Century Russian Literature. (3h) A study of the foremost writers, with reading of representative works. P—RUS 215 or 216.

221. Advanced Conversation and Composition. (3h) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Russian materials.

228. Advanced Grammar. (3h) Mastery of Russian declension and conjugation, with special attention to the correct use of reference materials. Syntax of complex and problematic sentences. P—RUS 221.

230. The Structure of Russian. (3h) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis is on the study of roots and word formation. P—POI.

**232. The History of the Russian Language.** (3h) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—RUS 221 and POI.

**240. Seminar in Translation.** (3h) Advanced work in English-to-Russian and Russian-to-English translation. P—RUS 221 and POI.

**241. Russian Masterworks in Translation.** (3h) Reading and discussion of selected works from Russian literature in English translation by such writers as Gogol, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn.

**242. Research on Language and Culture in Russia.** (1.5h) An investigation designed by the student is carried out in Russia during spring break. An evaluative paper follows the class trip. Credit given for the minor when the project is done in Russian. P—RUS 111 and POI. *Limited enrollment.*

**250. Russian Culture and Civilization.** (3h) Survey of Russian contributions to art, architecture, music, and religious thought from Russia's beginnings to the present. *Taught in Russian.* P—RUS 215 or 216.

**252. Russian Poetry.** (3h) Survey of Russian poetry from Slovo o polku Igoreve to the present, with particular emphasis on the works of major nineteenth- and twentieth-century poets. P—RUS 215 or 216.

**270. Individual Study.** (1.5-3h) Study in language or literature beyond the 215-216 level. P—RUS 215 or higher.

**275. Studies in Russian Literature.** (3h) Selected special topics in Russian literature. P—RUS 215 or 216.

**280. Russian Women Writers.** (3h) Readings of selected prose works by such writers as Teffi, Forsh, Inber, Baranskaya, Grekova, Tokareva, Petrushevskaya, Vaneeva and Tolstaya. P—RUS 215 or 216.

**285. Recent Russian Fiction.** (3h) Readings of selected prose works from the 1970s to the present by such writers as Iksander, Voinovich, Bitov, Tolstaya, Petrushevskaya and Viktor Erofeev. P—RUS 215 or 216.

**290. The Language of Russian Commerce and Politics.** (3h) Readings in the contemporary Russian press. Intensive written and oral practice, emphasizing specialized vocabulary of business and government. P—RUS 221 or POI.

## *German Studies*

(Foreign Area Study)

**Coordinator** Associate Professor of German Rebecca Thomas

Nine or ten hours from German 153, 215, 216, 217, 220, 221, or 229 are required. In addition, the student must take at least one course from three of the following four groups. Selected courses taken overseas in German-speaking countries may count toward this concentration with the approval of the coordinator. (See course descriptions under appropriate listings.)

*Group 1*

| | |
|---|---|
| History | 318. Weimar Germany. (3h) (Also listed as German 231) |
| | 319. Germany to 1871. (3h) |
| | 320. Germany: Unification to Unification, 1871-1990. (3h) |
| | 333. European Diplomacy, 1848-1914. (3h) |

*Group 2*

| | |
|---|---|
| Political Science | 231. Western European Politics. (3h) |
| | 233. The Politics of Modern Germany. (3h) |
| | 237. Comparative Public Policy in Selected Industrialized Democracies. (3h) |
| | 273. Marx, Marxism and the Aftermath of Marxism. (3h) |

*Group 3*

| | |
|---|---|
| Economics and Business | (Selected courses taken in German-speaking countries with the approval of the coordinator.) |

*Group 4*

| | |
|---|---|
| Art | 270. Northern Renaissance Art. (3h) |
| | 272. Baroque Art. (3h) |
| Music | 220. Seminar in Music History. (3h) (Eighteenth- or nineteenth-century music) |
| Philosophy | 341. Kant. (3h) |
| | 352. Hegel, Kierkegaard, and Nietzsche. (3h) |
| Religion | 368. Protestant and Catholic Reformations. (3h) |

# *Global Trade and Commerce Studies (GTCS)*

(Interdisciplinary Minor)

**Coordinator** Associate Professor of Political Science Pia Christina Wood

The minor in Global Trade and Commerce Studies consists of a total of fifteen hours. Candidates for the minor will be required to take INS 160 (Introduction to Global Trade and Commerce Studies) and twelve additional hours in global trade and commerce studies, which must include a study abroad experience for credit. No more than six of the fifteen hours for the minor may be taken in a single discipline. The following list contains courses within Wake Forest University that qualify as a GTCS course. Additional Wake Forest University courses may be developed and added to the list upon approval of the director of international studies, who serves as coordinator of the GTCS minor. Courses taken during the study abroad experience which may qualify as a GTCS course also will be reviewed and approved by the director of international studies.

*Required Course:*

**INS 160. Introduction to Global Trade and Commerce Studies.** (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

*Elective Courses: Students should contact the Center for International Studies for the most current list of courses that count toward the minor.*

| | |
|---|---|
| Anthropology | 337. Economic Anthropology. (3h) |
| Accounting | 290. International Business Study Tour. (3h) |
| Business | 215. Seminar in Comparative Management. (3h) |
| | 222. Global Marketing Strategy. (3h) |
| | 234. International Finance. (3h) |
| | 290. International Business Study Tour. (3h) |
| Communication | 350. Intercultural Communication. (3h) |
| | 351. Comparative Communication. (3h) |
| Economics | 251. International Trade. (3h) |
| | 252. International Finance. (3h) |
| | 253. Economics in Transition. (3h) |
| | 254. Current Issues in African Development. (study tour) (3h) |
| | 258. Economic Growth and Development. (3h) |
| French | 329. Introduction to Business French. (3h) |
| | 330. Advanced Business French. (3h) |
| German | 229. German for Business and Economics. (3h) |
| History | 314. European Economic and Social History, 1750-1990. (3h) |
| | 350. Global Economic History. (3h) |
| Political Science | 238. Comparative Economic Development and Political Change. (3h) |
| | 239. State, Economy and International Competitiveness. (3h) |
| | 253. International Political Economy. (3h) |
| Psychology | 357. Cross-Cultural Psychology (3h) |

Sociology 363. Global Capitalism. (3h)
Spanish 329. Introduction to Spanish for Business. (3h)
330. Advanced Spanish for Business. (3h)

## Health and Exercise Science (HES)

**Chair** Paul M. Ribisl
**Wake Forest Professors** W. Jack Rejeski, Paul M. Ribisl
**Professors** Michael J. Berry, Stephen P. Messier
**Professor Emeritus** William L. Hottinger
**Dunn-Riley Jr. Professor and Associate Profesor** Shannon L. Milhalko
**Associate Professors** Peter H. Brubaker, Anthony P. Marsh, Gary D. Miller, Patricia A. Nixon
**Associate Professor Emeritus** Leo Ellison Jr.
**Instructors** Donald Bergey, Johnnie O. Foye, David H. Stroupe, Sharon K. Woodard

The purpose of the health and exercise science department is to advance knowledge through research and to disseminate the knowledge in this field of study through education of and service to humanity. The primary focus of the department is promoting health and preventing and treating disease through healthful behaviors, emphasizing physical activity and nutrition.

### *Health and Exercise Science Requirement*

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case by the end of the second year.

### *Courses for the Major*

The department offers a program leading to the bachelor of science degree in health and exercise science. A major requires thirty-one hours and must include Health and Exercise Science 262, 312, 350, 351, 352, 353, 354, 360, and 370. Majors are not allowed to apply any Health and Exercise Science 100-level courses or Health and Exercise Science 206 toward the thirty-one hours required for graduation. A minimum grade point average of 2.0 is required for graduation in courses that comprise a major in the department. Students interested in majoring in health and exercise science should consult the coordinator of the department's undergraduate program as soon as possible after entering the University.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade point average of 3.3 in the major, a minimum overall grade point average of 3.0, and complete an honors research project which includes a written and an oral report. Interested students should consult the coordinator of the department's honors program. For more information, please consult the department's Web site at www.wfu.edu/Academic-departments/Health-and-Exercise-Science/.

**201. Health Issues on College Campuses - I.** (1.5h) Introduction to concepts and methods of peer health education; development of teaching and group facilitation skills. *Pass/Fail only.*

**202. Health Issues on College Campuses - II.** (1.5h) Development and delivery of educational programs on a variety of health issues relevant to college students. P—HES 201. *Pass/Fail only.*

**206. Lifeguard Training.** (1.5h) A lifeguard training course that offers American Red Cross certifications in CPR for the professional rescuer, community first aid, lifeguard training, and waterfront lifeguarding.

**232. Emergency Medical Training.** (1.5h) Lectures and practical experiences in preparation for responding to medical emergencies, including: patient assessment; airway management; cardiopulmonary resuscitation; O2 therapy; management of shock; trauma and environmental emergencies; and head/spine/musculoskeletal injuries. North Carolina state exam for EMT certification is offered.

**233Q. The Language and Culture of Medical Practice in Mexico and Latin America.** (3h) Introduction to the history and present-day structure of the medical system in Latin America with emphasis on Mexico. LAC–infused practice with Spanish vocabulary specific to the medical profession and techniques for communicating sensitively with Spanish-speaking patients. Visits to hospitals and clinics. *Taught in Queretaro, Mexico, in summer.*

**262. Statistics in the Health Sciences.** (3h) Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. A student who receives credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Sociology 371. (QR)

**310. Applied Field Study.** (1.5h) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. Open only to majors. P—POI. *Pass/Fail only.*

**311. Internship in Rehabilitation.** (1.5h) A semester experience in the campus rehabilitation programs. This experience includes written case study analyses of selected patients with a focus upon risk factor assessment and review of multiple intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. Open only to majors. P—POI. *Pass/fail only.*

**312. Exercise and Health Psychology.** (3h) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—HES 262 or POI.

**350. Human Physiology.** (3h) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—Biology 111, 112, or 214, or POI.

**351. Nutrition in Health and Disease.** (3h) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—HES 350 or POI.

352. **Human Gross Anatomy.** (4h) A lecture/laboratory course in which the structure and function of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems are studied using dissected human cadavers.

353. **Physiology of Exercise.** (3h) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, body composition, sex-related differences, and environmental influences. P—HES 350 or POI.

354. **Assessment Techniques in Health Sciences.** (3h) A lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology. The laboratory emphasizea use of instrumentation and analysis/interpretation of data collected on human subjects. P—HES 262, 350, and 352 or POI. (QR)

355. **Exercise Programming.** (1.5h) A lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P—HES 353 and 354, or POI.

360. **Epidemiology.** (3h) An introduction to basic determinants of the incidence of chronic disease in the population and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues are analyzed by formal statistical modeling. P—An applied statistical methods course, such as Anthropology 380, Biology 380, Business 202, HES 262, Mathematics 256 or 358, Psychology 211, Sociology 380. (QR)

370. **Biomechanics of Human Movement.** (3h) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—HES 352 or POI.

372. **Anatomy Dissection Laboratory.** (2h) A laboratory course that involves human cadaver dissection of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems. Open only to majors. P—POI.

375. **Advanced Physiology of Exercise.** (3h) A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise, and metabolic consequences of exercise. P—HES 353 or POI.

382. **Individual Study.** (1h, 1.5h, 2h) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course. Open only to majors. P—POI.

384. **Special Topics in Health and Exercise Science.** (1.5h, 2h, 3h) Intensive investigation of a current scientific research topic in health or exercise science with focus on a specific topic. May be repeated for credit if topic differs.

386. **Honors Research.** (1.5h) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—POI, approval of departmental honors committee, and prior completion of a 1.5-hour Individual Study.

### *Courses in Basic Instruction and Elective Health and Exercise Science*

All the 100-level courses listed below are for one hour each, and they can only be taken once for credit except Health and Exercise Science 180 and 183 which may be repeated once.

**100. Lifestyle and Health.** A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.

**101. Exercise for Health.** A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

**112. Sports Proficiency.**

**116. Weight Training.**

**150. Beginning Tennis.**

**151. Intermediate Tennis.**

**156. Racquetball.**

**160. Beginning Golf.**

**161. Intermediate Golf.**

**163. Bowling.**

**170. Volleyball.**

**179. Beginning Horseback Riding.** *Pass/Fail only.*

**180. Intermediate/Advanced Horseback Riding.** May be repeated once for credit. *Pass/Fail only,*

**181. Snow Skiing.** *Pass/Fail only.*

**182. Beginning Ice Figure Skating.**

**183. Intermediate/Advanced Ice Figure Skating.** May be repeated once for credit.

**194. T'ai Chi.**

## *Health Policy and Administration (HPA)*

(Interdisciplinary Minor)

**Director** Professor of Economics Michael S. Lawlor

The health policy and administration minor is designed to give students a concentration in the area of public health policy and the study of health care delivery. It is open to all majors and places an emphasis on providing students with the analytical methods and knowledge of institutional complexity necessary to an understanding of the rapidly evolving medical industry. Students interested in either public policy or administrative roles in health care could benefit from the minor. The coursework requires the following five courses (three hours each), for a total of fifteen hours, plus some notable prerequisites (see individual course descriptions for details):

**150. Introduction to Public Health.** (3h) Survey of the basic structure of the health care system in the United States. Includes discussion of current issues of public policy toward health, organization of health care delivery, and health system reform. Serves as the introduction to the interdisciplinary minor in health policy and administration. *Offered every fall.*

**250. Internship in Health Policy and Administration.** (3h) A semester experience in a health care policy or health care administration organization. Students work in conjunction with a director who is a researcher on a public health science research project or with an administrator in health care delivery. Students gain relevant practical experience that builds on prior coursework and provides insight into public health policy issues. Open only to senior health policy and administration students. P—HPA 150 and POI. *Offered every spring.*

*Required Courses:*

| | |
|---|---|
| Economics | 240. Economics of Health and Medicine. (3h) *Fall* |
| Health Policy and Admin. | 150. Introduction to Public Health. (3h) *Fall* |
| | 250. Internship in Health Policy and Admin. (3h) *Spring* |
| Health and Exercise Science | 360. Epidemiology. (3h) *Spring* |

*Elective Courses: Choose one course from the following electives. Students should contact the director for the most current list of courses that count toward the minor.*

| | |
|---|---|
| Anthropology | 362. Medical Anthropology. (3h) |
| Biology | 396. Biomedical Ethics. (3h) |
| Health and Exercise Science | 312. Exercise and Health Psychology. (3h) |
| History | 310. Seminar: Controversies in American Medical History. (3h) |
| | 339. The History of American Medicine. (3h) |
| Humanities | 390. Interdisciplinary Seminar on Aging. (3h) |
| Philosophy | 161. Medical Ethics. (3h) |
| Political Science | 216. U.S. Social Welfare Policy. (3h) |
| Psychology | 322. Psychopharmacology. (3h) |
| Sociology | 335. Sociology of Health and Illness. (3h) |
| | 336. Sociology of Health Care. (3h) |
| | 337. Aging in Modern Society. (3h) |
| Women's and Gender Studies | 321. Interdisciplinary Seminar on Women's Health Issues. (3h) |

Since many of the required courses involve prerequisites students should plan ahead to ensure they can meet all of the requirements in four years. The following schedule suggestions may be helpful:

| | |
|---|---|
| First Year: | Core Requirements, including Economics 150 |
| Sophomore: | Economics 205, Applied Statistics (various departmental courses) |
| Junior: | Health Policy and Administration 150, Health and Exercise Science 360 |
| Senior: | Economics 240, Health Policy and Administration 250 |

# History (HST)

**Chair** Susan Z. Rupp
**Reynolds Professor** Paul D. Escott
**Wake Forest Professor Emeritus** James P. Barefield
**Professors** J. Edwin Hendricks, Michael L. Hughes, Michael L. Sinclair, J. Howell Smith, Sarah L. Watts, Alan J. Williams
**Kahle Associate Professor** Michele K. Gillespie
**Associate Professors** Simone M. Caron, Jeffrey D. Lerner, William K. Meyers, Anthony S. Parent Jr., Susan Z. Rupp
**Assistant Professors** Monique O'Connell, Cynthia Villagomez, James Wilson
**Visiting Assistant Professors** Ronald Bobroff, Gloria Fitzgibbon, James Hastings
**Adjunct Professor** Felizitas Opwis
**Visiting Instructor** Kent McConnell

The major in history consists of a minimum of twenty-seven hours and must include History 288 or 310, one course in premodern history, and a minimum of 5.5 hours in each of the following three fields: European history; Latin American, Asian, or African history; and United States history. History courses 101, 102, 103, 104, 287, 288, and 310 count toward the major but cannot be used to meet the distributional or pre-modern requirements in the major.

Majors may include within the required twenty-seven hours up to six hours of advanced placement or comparable work and up to six hours of any combination of independent study and directed reading other than the hours earned in History 397.

A minor in history requires eighteen hours. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete History 287, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the master of arts degree and two for the Ph.D.

**100. Colloquium in Historical Diversity.** (3h) A broadly based examination of the historical roots of contemporary cultural issues through various themes such as race, ethnicity, class, gender, sexuality, religion, and nationality. Focus varies with instructor. (CD)

**101. Western Civilization to 1700.** (3h) A survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104.

**102. Europe and the World in the Modern Era.** (3h) A survey of modern Europe from 1700 to the present. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104.

**1027. Formation of Europe: Habsburg Empire and its Successor States.** (3h) The development of Central and East-Central Europe as a multiethnic unity under the Habsburgs,

1526-1918, and its dissolution into successor states and subsequent interactions, 1918-1989. *Offered in Vienna.*

**103. World Civilizations to 1500.** (3h) A survey of the ancient, classical, and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104.

**104. World Civilizations since 1500.** (3h) A survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104.

**131. European Historical Biography.** (1.5h) Study of biographies of men and women who have influenced the history and civilization of Europe.

**140. Modern Slovenia.** (1h) A historical perspective of the politics, constitution, and culture of contemporary Slovenia. Includes lectures and visits to relevant sites. *Offered in Ljubljana.*

**162. History of Wake Forest University.** (1.5h) A survey of the history of Wake Forest from its beginning, including its written and oral traditions. The course may include a visit to the town of Wake Forest.

**211. Special Topics in History.** (1h-3h) Subject varies with instructor.

**222. The Renaissance and Reformation.** (3h) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed.

**2253. History of Venice.** (3h) The history of Venice from its origin to the fall of the Venetian Republic. *Offered in Venice.*

**2260. History of London.** (1.5h, 3h) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

**2262. The Golden Age of Burgundy.** (1.5h) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

**2263. Venetian Society and Culture.** (3h) An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*

**2280. Georgian and Victorian Society and Culture.** (3h) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

**232. European Historical Novels.** (1.5h) The role of the historical past in selected works of fiction.

**251, 252. The United States.** (3h, 3h) Political, social, economic, and intellectual aspects. 251: Before 1865; 252: After 1865.

**287. Honors Colloquium.** (3h) Seminar on problems of historical synthesis and interpretation. All honors students must take HST 287. P—POI.

**288. Honors Seminar.** (3h) Writing of a major research paper. May be taken in lieu of HST 310 in pursuit of honors in history. P—POI.

**306. The Early Middle Ages.** (3h) European history from the end of the ancient world to the mid-twelfth century, stressing social and cultural developments.

**307. The High Middle Ages Through the Renaissance.** (3h) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.

**308. The World of Alexander the Great.** (3h) An examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Special emphasis is placed on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, and the achievements and limitations of Hellenistic civilization.

**309. Europe: From Renaissance to Revolution.** (3h) A survey of European history from the fifteenth to the eighteenth century. Topics include the voyages of discovery, the military revolution, the formation of the modern state, religious reformation, witchcraft and the rise of modern science, and pre-industrial economic and social structures including women and the family.

**310. Seminar.** (3h) Offered by members of the faculty on topics of their choice. A paper is required.

**314. European Economic and Social History, 1750-1990.** (3h) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors.

**315. Greek History.** (3h) The development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history.

**316. Rome: Republic and Empire.** (3h) A survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans.

**317. The French Revolution and Napoleonic Empire.** (3h) The revolution and wars that constitute one of the pivotal points in modern history.

**318. Weimar Germany.** (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration. Also listed as German 231.

**319. Germany to 1871.** (3h) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

**320. Germany: Unification to Unification, 1871-1990.** (3h) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

**321. France to 1774.** (3h) The history of France from the Paleolithic period to the accession of Louis XVI with particular attention to the early modern period.

**322. France since 1815.** (3h) The history of France from the restoration of the monarchy to the Fifth Republic.

**323, 324. Great Britain.** (3h, 3h) A survey of British history. Topics include religion, revolution and reform, war, poverty and poor relief, women, social and economic change, and empire. 323: To eighteenth century; 324: Eighteenth century to present.

**3260. The Industrial Revolution in England.** (3h) A study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*

**328. History of the English Common Law.** (3h) A study of the origins and development of the English common law and its legacy to modern legal processes and principles.

**330. Race, Religion, and Sex in Early Modern Europe.** (3h) This course explores issues of race, ethnicity, and gender in Europe between 1400 and 1800. Topics include contact and conflict among Jews, Muslims, and Christians; marriage, the family, and sexuality; migration and immigration; and slavery and conquest in early European colonies and empires. (CD)

**331. Russia: Origins to 1865.** (3h) A survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II.

**332. Russia and the Soviet Union: 1865 to the Present.** (3h) A survey of patterns of socio-economic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse.

**333. European Diplomacy, 1848-1914.** (3h) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

**337. Gender in Early America.** (3h) The history of gender roles from the colonial period to the mid-nineteenth century. Examines the social constructions of femininity and masculinity and their political and cultural significance. (CD)

**338. Gender in Modern America.** (3h) The history of gender relations from the late nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles with special attention to race, class, and ethnicity.

**339. The History of American Medicine.** (3h) Analysis of the changing approaches to healing in American history. Examines indigenous systems, the introduction of European methods, the attempts to professionalize in the nineteenth century, the incorporation of modern techniques, and the reemergence of natural approaches in the twentieth century.

**340. African-American History.** (3h) The role of African Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence. (CD)

**342. The Middle East before 1500.** (3h) A survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. The course provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era. (CD)

**343. Imperial China.** (3h) A study of traditional China to 1850, with emphasis on social, cultural, and political institutions. (CD)

**344. Modern China.** (3h) A study of China from 1644 to the present. (CD)

**345. The Middle East since 1500.** (3h) A survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include the rise and demise of the Ottoman and Safvid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges. (CD)

**346. Japan before 1800.** (3h) A survey of Japan from earliest times to the coming of Western imperialism, with emphasis on regional ecologies, economic institutions, cultural practice, military organization, political ideology, and foreign relations. (CD)

**347. Japan since World War II.** (3h) A survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years. (CD)

**348. Japan since 1800.** (3h) A survey of Japan in the modern world. Topics include political and cultural revolution, state and empire-building, economic "miracles," social transformations, military conflicts, and intellectual dilemmas. (CD)

**349. American Foundations.** (3h) An interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House, Museum of American Art. Lectures, discussions, and field trips, including a tour of New York City museums. Term project in American history. Also listed as Art 331, Interdisciplinary Honors 393, 394, and Music 307. *Offered at Reynolda House in summer only.*

**350. Global Economic History.** (3h) An overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and underdeveloped states. (CD)

**351. United States Social History I.** (3h) Examines various aspects of American social history from the colonial period to the mid-nineteenth century, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.

**352. United States Social History II.** (3h) Examines various aspects of American social history from the late-nineteenth century to the present, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.

**353. Colonial English America, 1582-1774.** (3h) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

**354. Revolutionary and Early National America, 1763-1815.** (3) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

**356. Jacksonian America, 1815-1850.** (3h) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

**357. The Civil War and Reconstruction.** (3h) The political and military events of the war and the economic, social, and political readjustments which followed.

**358. The United States from Reconstruction to World War I.** (1.5h, 3h) National progress and problems during an era of rapid industrialization. The course may be divided into halves for 1.5 hours each: (a) the Gilded Age; (b) the Progressive Era.

**359. The United States from World War I through World War II.** (3h) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.

**360. The United States since World War II.** (3h) Trends and changes in the nation from World War II to the present.

**361. Economic History of the United States.** (3h) The economic development of the United States from colonial beginnings to the present.

**362. American Constitutional History.** (3h) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

**363. The Old South.** (3h) An examination of the origins of southern distinctiveness, from the first interactions of Europeans, Native Americans and Africans to the Civil War and Emancipation. (CD)

**364. The New South.** (3h) An examination of sharecropping, segregation, political reform, the Sunbelt phenomenon, the Civil Rights Movement, and southern religion, music, and literature. Includes a service learning component. (CD)

**366. Studies in Historic Preservation.** (3h) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—POI.

**369. Modern Military History.** (3h) Making war in the modern era, with special attention to the social context of military activity.

**370. Topics in North Carolina History.** (3h) A general chronological survey of North Carolina with emphasis on selected topics.

**371. Winston-Salem/Forsyth County.** (3h) A history of the Winston-Salem/Forsyth County area using techniques of local history including archives, museums, and oral history. Lectures, readings, and class projects.

**372. Introduction to African History.** (3h) An introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents is stressed. (CD)

**373. History of Mexico.** (3h) An examination of the history of Mexico from the colonial period to the present. (CD)

**374. Protest and Rebellion in Latin America.** (3h) A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations. (CD)

**375. Modern Latin America.** (3h) A survey of Latin-American history since independence, with emphasis on the twentieth century. The course concentrates chiefly on economics, politics, and race. (CD)

**376. Civil Rights and Black Consciousness Movements.** (3h) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Also listed as Religion 341. (CD)

**3760. Anglo-American Relations since 1940.** (3h) A study of the relations between the United States and Britain from 1940 to the present. *Offered in London.*

**377. American Diplomatic History.** (3h) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

**378. Reconciling Race.** (3h) Comparative history of twentieth-century racial oppression, black rebellion, and religious reconciliation. Also listed as Religion 348. (CD)

**379. Origins of The Americas.** (3h) A unified, comparative history of North, Central, and South America from ancient times to the present. (CD)

**380. America at Work.** (3h) This course examines the people who built America from 1750 to 1945. Themes include free labor versus slave labor, the impact of industrialization, the racial and gendered realities of work, and the growth of organized labor and its political repercussions. (CD)

**381, 382. Preservation Practicum I, II.** (3h, 3h) Training in the techniques and skills of historical preservation. Emphasis varies according to the specific site(s) involved. P—POI.

**383. Revolution and Culture in Latin America.** (3h) This course explores the links between revolutionary movements and cultural expression in Latin America and the Caribbean. The course includes a Language Across the Curriculum component that allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish. (CD)

**384. Latin America's Colonial Past.** (3h) Studies the history of Latin America's colonial past from the preconquest background to the wars of independence in the early nineteenth century. The course includes a Language Across the Curriculum component that allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish. (CD)

**385. Introduction to East Asia.** (3h) An introduction to the histories and cultures of East Asia, from the earliest times to the present, focusing on China, Korea, Japan, and Vietnam, with some attention to the rest of South-East Asia, and emphasizing ecology and economy, trade and international relations, political ideology, religious belief, and cultural practice. (CD)

**386. Japan.** (3h) A survey of Japanese history from the earliest times to the present. Topics include the origins of "Japan," ecology and environment, economic institutions and growth, state formation and international relations, social transformations, and cultural and religious practice. (CD)

**397. Historical Writing Tutorial.** (1.5h) Individual supervision of historical writing to improve a project initiated in HST 288 or HST 310. Does not count toward major or minor requirements. P—POI.

**398. Individual Study.** (1-3h) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

**399. Directed Reading.** (1-3h) Concentrated reading in an area of study not otherwise available. P—POI.

## *Humanities (HMN)*

(Interdisciplinary Minor)

**Coordinator** William S. Hamilton
**W. R. Kenan Jr. Professor of Humanities** Allen Mandelbaum
**Reynolds Professor of American Studies** Maya Angelou
**Professor** Ulrike Wiethaus
**Associate Professors** Candyce Leonard, Robert L. Utley Jr.

In order to offer capable students a forum which encourages the pursuit of ideas across the disciplinary lines of such fields as history, philosophy, literature, politics, religion, and the arts, the minor is offered in humanities. It requires a total of fifteen hours. Candidates for the minor are required to take Humanities 280. Reason and Revelation, and 290. Innovation and Inclusivity. When these have been passed, the student is assigned a minor adviser who assists in planning the rest of the student's curriculum. In accordance with the plan, six more

hours are selected from courses in the humanities or related disciplines other than those being used by the student to fulfill divisional requirements of the College or the requirements of the major. The minor concludes with a three-hour project in Humanities 396 supervised by a member of the humanities faculty and reviewed by a committee of relevant faculty appointed by the coordinator of humanities; the project must represent the further pursuit of an idea or topic studied in one of the courses of the minor, and must successfully reflect the synthesis of views from at least two traditional disciplines.

**170. Understanding Japan.** (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations. Credit not given for both HMN 170 and 175. (CD)

**175. Japanese Culture: Insight and Outreach.** (3h) This course develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both HMN 170 and 175. (CD)

*Humanities courses 213-223 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.*

**213. Studies in European Literature.** (3h) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus.

**214. Contemporary Fiction.** (3h) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich.

**215. Germanic and Slavic Literature.** (3h) Texts studied are by such authors as Von Eschenbach, Hoffmann, Turgenev, Dostoevsky, Ibsen, and Kafka.

**216. Romance Literature.** (3h) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa.

**217. European Drama.** (3h) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. (CD)

**218. Eastern European Literature.** (3h) Texts studied are by such authors as Moricz, Hasek, Bulgakov, Andric, Gombrowicz, Kundera, Ugresic, and Erofeev. (CD)

**219. Introduction to Japanese Literature.** (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as East Asian Languages and Cultures 219.

**221. Introduction to Chinese Literature.** (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as East Asian Languages and Cultures 221.

**222. African and Caribbean Literature.** (3h) An examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. (CD)

**223. Contemplative Practices and Literary Creation.** (3h) An introduction to contemplative reading in the western monastic tradition, its development in the Middle Ages, and its influence on intellectual life and non-religious literary creation until the twentieth century, with a focus on Spain.

**2248. Cross-cultural Encounters in Morocco.** (3h) An interdisciplinary study of Moroccan culture, both past and present, and an introduction to a country whose history and geo-political situation are unique within the Arab region. Group excursions to sites of cultural and historic significance. *Offered in Fez, Morocco during the summer session.*

**2253. Literature, Travel, and Discovery.** (3h) An exploration of various works, primarily in translation, from Homer to the present that focuses on the relationship between travel and discovery, especially as travel establishes the ongoing connection between the sacred and the profane for both guest and host.

**2263. Postwar to Postmodern Italian Fiction.** (3h) A survey of the internationally acclaimed literature produced by Italian writers in the four decades following the end of the Second World War, with an emphasis on Neorealism, Existentialism, and Postmodernism. *To be taught only once in Venice, spring 2006.*

**2287. Viennese Culture from 1860 to 1914.** (3h) A study of late nineteenth and early twentieth century Vienna as reflected in the matrix of the city's civic and artistic life. *Offered in Vienna.*

**230. Women Writers in Contemporary Italy.** (3h) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)

**235. After Auschwitz: Holocaust Literature, Art, and Theology.** (3h) A survey of the ways in which novelists, poets, theologians, and culture critics have struggled to come to terms with the cataclysmic events of the Shoah. The course considers textual, visual, and architectural responses such as poetry, films, memorials, and paintings.

**245. Interdisciplinary Seminar in Critical Thinking.** (1.5h) An investigation of cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.

**250. Maritime Studies.** (3h) Provides a multidisciplinary study of the sea and sea voyage in the Western tradition and the role of the sea in the historical development of the modern world system of labor, trade, and scientific resource management. *Offered only in conjunction with the Sea Education Association.*

**251. The Asian-American Experience: Literature and Personal Narratives.** (3h) An introduction to the writings and narratives of Asian-Americans, examining the process of assimilation, the effects of immigration and cultural conflict on literary forms of expression, and the formation of new cultural identities. (CD)

**252. Introduction to Chinese Film.** (3h) An introductory study of film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the twentieth century to the present. The course explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment.

**2561. Beijing: A Study of Chinese Religion and Politics.** (3h) A study of the religion and politics in the recent history of China, beginning with the founding of present Beijing in the early Ming Dynasty.

**265. Gender, Spirituality, and Art.** (3h) An introduction to the current discussion of the nature of art and spiritual experience, with special attention to definitions of femininity and masculinity in the construction of symbols and religious meaning.

**266. Perceptions of Islam.** (3h) An exploration of Islam as understood by Muslims and non-Muslims, with particular focus on issues of war and peace, gender equity, human rights, and prospects for future relations between Islamic and Western countries. (CD)

**267. China, Character, and Columbine.** (3h) An examination, in Eastern and Western terms, of methodologies used to form and to reform the configurations of innate and learned factors that produce saints or sociopaths, centering on the psychological theory of Yan Xi-zhai. (CD)

**268. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry.** (3h) Also listed as Anthropology 377. (CD)

**280. Reason and Revelation.** (3h) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches are considered through the reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.

**282. Public Life and the Liberal Arts.** (3h) The course is devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.

**283. Foundations of Revolution in Modernity.** (3h) The subject as viewed through such representative writers as Machiavelli, Spinoza, Pascal, Hobbes, Locke, Rousseau, Flaubert, Eckermann, Hegel, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

**285. Culture and Religion in Contemporary Native America.** (3h) An interdisciplinary survey of American Indian cultures, including the arts and literature, religions, and historical changes. Special emphasis is placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as Religion 265. (CD)

**290. Innovation and Inclusivity.** (3h) An introduction to cultural innovation in the twentieth century. Written texts, visual arts, and performance art are analyzed through the perspectives of (1.) paradigms such as psychoanalysis, Marxism, feminism, and liberation theology, (2.) debates about political correctness and multiculturalism, and (3.) strategies used by minority and non-Western voices. (CD)

**320. Perspectives on the Middle Ages.** (3h) A team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: (a.) Medieval Women; (b.) Medieval Constructs of Gender, Race, and Class; (c.) Love and War in the Middle Ages; (d.) The Medieval Environment: Landscape and Culture. May be repeated for credit with different sub-topics.

**337. World Poetry in Dramatic Performance.** (1.5h) A study, in translation, of ancient and contemporary poetry ranging from Japanese to Irish, African American, Spanish, German, Scottish, and others. Students are required, after eight class meetings, to perform in a public presentation. *Pass/Fail only.*

**338. Selected Readings in African and African-American Cultural History.** (3h) This course provides opportunity for selected readings in and study of African and African- American cultural history. Informed and active participation of students in discussion of the readings is required.

**3421. Japan in Perspective.** (3h) Readings in accounts of Japan by Western visitors from the nineteenth century to the present, e.g., Hearn, Bird, Booth, Reid, and writing of reflective essays on student responses to their experiences with Japan and Japanese culture. *Taught only in Japan.*

**343. The Philosophy of Liberation in Literature.** (3h) The concept of freedom as found in the works of such writers as Douglass, Abe, Soyinka, Greer, Marshall, Fanon, Lorca, and Baldwin.

**344. African Culture and Its Impact on the United States.** (1.5h) The influence of African culture on American life is studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. *Pass/Fail only.*

**3503. Postmodern Experimental Fiction.** (3h) This course explores a number of experimental fictions that helped define our idea of the novel in the second half of the twentieth century. The course assesses the implications of the various revisions in literary form and links them, where possible, to general changes in thought as the world became increasingly globalized.

**353. African and Caribbean Women Writers.** (3h) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.

**355. Forms and Expressions of Love.** (3h) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. Also listed as Interdisciplinary Honors 249.

**357. Images of Aging in the Humanities.** (3h) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. Also listed as Interdisciplinary Honors 257.

**361. Dante I.** (1.5h) A study of the *Vita Nuova* as apprenticeship to the *Divina Commédia*, and of the first half of the *Divina Commédia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as English 307.

**362. Dante II.** (1.5h) A study of the second half of the *Divina Commédia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as English 308. P—HMN 361 or POI.

**365. Humanity and Nature.** (3h) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. Also listed as Interdisciplinary Honors 265.

**380. Literature, Film, and Society.** (3h) A study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.

**381. Independent Research in Asian Studies.** (1h, 2h, 3h) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of East Asian studies. May be repeated for credit, but no more than three hours may count toward East Asian studies.

**382. Italian Cinema and Society.** (3h) A survey of some of Italy's greatest postwar films, with special attention to issues and problems in Italian society as treated by major directors such as Fellini, DeSica, Rossellini, Antonioni, and Olmi.

**383. Italian Fascism in Novels and Films.** (3h) An exploration of theories of fascism, with an emphasis on Italy between 1919 and 1944 as understood through novels and films.

**385. Legends of Troy.** (3h) An interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

**390. Interdisciplinary Seminar on Aging.** (1.5h or 3h) A study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. P—POI.

**396. Individual Study.** (1h, 2h, 3h) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

## *Interdisciplinary Honors (HON)*

**Coordinator** Professor of English Barry Maine

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

**131, 132. Approaches to Human Experience I.** (3h, 3h) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

**133, 134. Approaches to Human Experience II.** (3h, 3h) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

**236. The Force of Impressionism.** (3h) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.

**237. The Scientific Outlook.** (3h) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

**238. Romanticism.** (3h) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

**240. Adventures in Self-Understanding.** (3h) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.

**241. The Tragic View.** (3h) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.

**242. The Comic View.** (3h) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.

**244. Man and the Structure of the Universe.** (3h) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

**246. Man and the Environment.** (3h) An interdisciplinary examination of man and society in relation to the environment.

**247. The Mythic View.** (3h) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

**248. The Ironic View.** (3h) An investigation of the ironic view of life in literature, art, history, theatre, and film.

**249. Forms and Expressions of Love.** (3h) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. Also listed as Humanities 355.

**257. Images of Aging in the Humanities.** (3h) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical

and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. Also listed as Humanities 357.

**258. Venice in Art and Literature.** (3h) An exploration of what Venice has meant to non-native artists and writers, and what they have made of it. Artists and writers include Byron, Turner, Ruskin, Henry James, Sargent, Whistler, Proust, Mann, and others.

**265. Humanity and Nature.** (3h) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. Also listed as Humanities 365.

**281. Directed Study.** (3h) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

**310. The Medieval World: Special Topics.** (3h) A team-taught interdisciplinary course spanning the Middle Ages (500-1500) which considers artistic and/or literary representations and texts in the context of political, historical, or religious culture of the medieval period in Western and non-Western areas of the world. The specific content is determined by the individual instructors.

**390. Postmodern Thought and Expression.** (3h) An exploration of postmodern philosophy, literature, and art, beginning with Nietzsche, Foucault, and Derrida, and extending into experiments in literature and art of the late twentieth and early twenty-first centuries.

**393, 394. American Foundations I, II.** (3h, 3h) An interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions and field trips, including a tour of New York City museums. Term project in American Art. Also listed as Art 331, History 349, and Music 307. Offered at Reynolda House in summer only. Note: English majors enrolled in HON 393,394 may receive credit for English 302 so long as the term project is in American literature.

## *International Studies (INS)*

(Interdisciplinary Minor)

**Coordinator** Associate Professor of Political Science Pia Christina Wood

The minor in international studies consists of a total of fifteen hours and must include International Studies 250 and twelve other hours from approved international courses. (A list of approved courses is available in the Center for International Studies.) These may include any International Studies course other than International Studies 100 or 101. No more than six of the fifteen hours for the minor can be taken in a single department. Study of a foreign language beyond the basic requirements is strongly recommended, as is study abroad. Students should consult with the director of international studies as soon as they declare the

minor. Courses taken on overseas programs may be approved for the international studies minor by the director of the Center for International Studies. For more information contact the Center for International Studies or the registrar's office.

**140. United Nations/Model United Nations.** (1.5h) Exploration of the history, structure, and functions of the United Nations including current economic, social, and political issues. An in-depth analysis of one country in the UN and attendance at the Model UN Conference. May be taken twice for credit. *Pass/Fail only.*

**160. Introduction to Global Trade and Commerce Studies.** (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

**220. Forms of Orientalism.** (3h) The history of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. Case studies, particularly of the Middle East and the Indian subcontinent. Also listed as Political Science 281.

**228. Individual Study.** (1h, 2h, 3h) Intensive research leading to the completion of an individual project conducted under the supervision of a faculty member. Students are responsible for initiating the project and securing permission of an appropriate faculty member. P—POI.

**229. Internship in International Studies.** (1h, 2h, 3h) Field work directly related to international issues in a public or private setting under the supervision of a faculty member. Related readings and an analytical paper are minimum requirements. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI.

**250. Seminar in International Studies.** (3h) Applies theoretical assumptions and methods to the analysis of selected global issues. (CD)

**349. Japanese and American Culture: Cross-Cultural Communication.** (3h) An exploration of communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Special emphasis is placed on examining factors leading to miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and Communication 351A. Also listed as Communication 351A. (CD)

**363. Global Capitalism.** (3h) An analysis of changing patterns of industrial organization, market, and labor relations, and institutional frameworks that have resulted from the growth of an integrated global capitalist economy. Also listed as Sociology 363.

*The following courses do not count for the minor but are designed to ensure that students who study overseas receive sufficient credit to make satisfactory progress toward graduation: International Studies 100 and 101.*

**100. Study Abroad.** (1-3h) Hour(s) awarded to ensure that students participating in a full-time overseas program, as verified by the Center for International Studies, receive credit equal to a full semester's work on campus. (A full semester's work at Wake Forest is defined, for this purpose, as twelve hours.) *Pass/Fail only.*

**101.** Overseas Study. (1-3h) Directed reading and/or field work as part of an approved overseas program under the supervision of the program director or the Center for International Studies. The keeping of a journal and submission of an end of program evaluation are required. P—POI.

## *Italian Studies*

(Foreign Area Study)

**Coordinator** Professor of Romance Languages Antonio Vitti

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required. Students must take Italian through the 215 level, plus three courses from the following groups, at least one each from Groups II and III. (See course descriptions under appropriate listings.)

### *I. Literature*

| | |
|---|---|
| Classics | 264. Greek and Roman Comedy. (3h) |
| Humanities | 213. Studies in European Literature. (3h) (appropriate topics and approval) |
| | 214. Contemporary Fiction. (3h) (appropriate topics and approval) |
| | 216. Romance Literature. (3h) |
| | 217. European Drama. (3h) (appropriate topics and approval) |
| | 230. Women Writers in Contemporary Italy. (3h) |
| | 361., 362. Dante I and II. (1.5h,1.5h) |
| Italian | 215. Introduction to Italian Literature II. (3h) (or any Italian course above 215) First Year Seminar |

### *II. Fine Arts*

| | |
|---|---|
| Art | 245. Roman Art. (3h) |
| | 268. High Renaissance and Mannerist Art. (3h) |
| | 2693. Venetian Renaissance Art. (3h) (offered in Venice) |
| Humanities | 382. Italian Cinema and Society. (3h) |
| | 383. Italian Fascism in Novels and Films. (3h) |
| Music | 181. Music History I. (3h) |
| | 182. Music History II. (3h) |
| | 220. Seminar in Music History. (3h) |

### *III. History and the Social Sciences*

| | |
|---|---|
| History | 222. The Renaissance and Reformation. (3h) |
| | 2253. History of Venice. (3h) (offered in Venice) |
| | 2263. Venetian Society and Culture. (3h) (offered in Venice) |
| | 398. Individual Study. (1-3h) (if directed toward Italy) |
| Sociology | 357. The Italian Experience in America. (3h) |

Students may also take appropriate courses in anthropology, economics, political science, psychology, religion, and sociology in the Venice program, and appropriate individual study topics in these departments. To graduate with a Certificate in Italian studies, students must contact the registrar's office during the spring semester of the senior year to request that a transcript copy be sent to the Department of Romance Languages for approval.

## *Journalism (JOU)*

(Minor)

**Coordinator** Associate Professor of Journalism Wayne King
**Lecturer** Justin Catanoso, Michael Horn
**Visiting Instructor** Mary Martin Niepold

The minor in journalism consists of fifteen hours, including Journalism 270, 276, and either 272 or 280. In addition to the required fifteen hours, minors in journalism are strongly advised to take Economics 150 and 221. The remaining courses must be selected from among the following:

| | |
|---|---|
| Accounting | 111. Introductory Financial Accounting. (3h) |
| Communication | 245. Introduction to Mass Communication. (3h) |
| Economics | 150. Introduction to Economics. (3h) |
| | 221. Public Finance. (3h) |
| Journalism | 272. or 280. Editing. (3h) or Journalism, Ethics, and Law. (3h) (whichever was not chosen as a required course) |
| | 278. History of Journalism. (3h) |
| | 282. Investigative Reporting. (3h) |
| | 284. Writing for Publication. (3h) |
| | 286. Writing for Public Relations and Advertising. (3h) |
| Political Science | 217. Politics and the Mass Media. (3h) |

### *Journalism Courses*

**270. Introduction to Journalism.** (3h) Fundamentals of news writing, news judgment, and news gathering, including computer-assisted reporting and research. Intensive in-class writing.

**272. Editing.** (3h) A laboratory course in copyediting, headline writing, typography, and make-up; practice on video display terminal. P—English 270.

**273. Writing for Radio-TV-Film.** (3h) An introduction to writing for radio, television, and film. Emphasis is on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorials).

**274. Media Production: Studio.** (3h) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory.

**275. Introduction to Mass Communication.** (3h) A historical survey of mass media and an examination of major contemporary media issues. Also listed as Communication 245.

**276. Advanced Journalism.** (3h) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270 or POI.

**277. Politics and the Mass Media.** (3h) Exploration of the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events. Also listed as Political Science 217.

**278. History of Journalism.** (3h) A study of the development of American journalism and its English origins, with attention to broad principles of mass communication from its beginnings through the Internet.

**280. Journalism, Ethics, and Law.** (3h) Explores ethical problems confronting journalists, including such things as the public's right to know, invasion of privacy, censorship, coverage of politics and elections, objectivity, and race, gender, and bias in news reporting, against a background of laws pertaining to areas such as libel and national security.

**282. Advanced Reporting.** (3h) Explores and practices the methods and resources used by professional journalists to cover specialty beats and produce in-depth news and feature stories. Special emphasis is placed on source development, story identification, public records research, and interviewing techniques. P—JOU 270 or POI.

**284. Writing for Publication.** (3h) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines. Also listed as English 399. P—JOU 270 or POI.

**286. Writing for Public Relations and Advertising.** (1.5h, 3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Also listed as Communication 117. P—POI.

**298. Internship.** (1.5h) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.

**299. Individual Study.** (1.5h-3h) A course of independent study with faculty guidance. By prearrangement.

## *Languages Across the Curriculum (LAC)*

**Coordinator** Wake Forest Professor of Romance Languages Candelas Gala

Languages Across the Curriculum (LAC) is a strategy to integrate foreign language use throughout the curriculum. It facilitates the collaboration of faculty by bridging disciplinary boundaries, and it promotes the internationalization of course offerings. LAC encourages multicultural understanding and an appreciation of the place of different disciplines in a global context. It recognizes the importance of multilingualism in today's society. Faculty and students learn how a discipline they have first studied in their native English is approached by different cultures and different linguistic codes.

Faculty members determine the most appropriate LAC model and level for their courses. For information about the various models for LAC implementation, visit the following homepage: www.wfu.edu/Academic-departments/Romance-Languages/lac/lac.htm

## *Latin-American Studies (LAS)*

(Interdisciplinary Minor)

**Director** Reynolds Professor Luis Roniger
**Associate Professor of Romance Languages** (Spanish) Linda Howe

The minor in Latin-American studies provides an opportunity for students to undertake a multidisciplinary study of the history, geography, economics, politics, and culture of Latin America and the Caribbean. It consists of a total of fifteen hours, only three of which may count toward the student's major. Candidates for the minor are required to take Latin-American Studies 210, Introduction to Latin-American Studies. In addition, candidates must elect at least twelve hours of coursework on Latin America. No more than six of these twelve hours may be in a single discipline.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing Spanish courses through the 213 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

**210. Introduction to Latin-American Studies.** (3h) Introduction to the historical, economic, cultural, and social issues that shape Latin America. (CD)

**220C. Afro-Cuban Cultural Expressions.** (3h) A comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. Also listed as Spanish 376C. *Offered in Havana.* (CD)

**310. Special Topics in Latin-American Studies.** (3h) Selected topics in Latin-American studies; topics vary from year to year.

**398. Individual Study.** (3h) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin-American studies minor. P—POI.

*Students may choose from the following list of electives when designing their minor. Other courses may also qualify, contact the program director for a complete list of approved courses.*

| | |
|---|---|
| Anthropology | 383., 384. Field Research in Cultural Anthropology. (3h, 3h) |
| | 385., 386. Special Problems Seminar. (3h, 3h) |
| Economics | 251. International Trade. (3h) |
| | 252. International Finance. (3h) |
| | 258. Economic Growth and Development. (3h) |
| History | 373. History of Mexico. (3h) |
| | 374. Protest and Rebellion in Latin America. (3h) |
| | 375. Modern Latin America. (3h) |
| Music | 210. Survey of Latin-American Music. (3h) |

| | |
|---|---|
| Political Science | 236. Government and Politics in Latin America. (3h) |
| | 242. Topics in Comparative Politics. (3h) |
| | 257. Interamerican Relations. (3h) |
| Spanish | 218. Literary and Cultural Studies of Spanish America. (3h) |
| | 219. Grammar and Composition. (3h) |
| | 319. Advanced Grammar and Composition. (3h) |
| | 329. Introduction to Spanish for Business. (3h) |
| | 348. Transatlantic Renaissance. (3h) |
| | 351. Transgressing Borders: Identity in Latin American and U.S. Latino Cultures. (3h) |
| | 353. Indigenous Myth in Spanish-American Literary Art. (3h) |
| | 354. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h) |
| | 360. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices. (3h) |
| | 361. Latin-American Cinema and Ideology. (3h) |
| | 362. Romantic Nationalism: Avant-Garde Nihilism and the Deconstruction of Utopia. (3h) |
| | 363. Contemporary Spanish-American Theatre. (3h) |
| | 364. Spanish-American Short Story. (3h) |
| | 365. Spanish-American Novel. (3h) |
| | 367. Colonial Spanish America. (3h) |
| | 368C. Cuban Literature. *Offered in Havana.* (3h) |
| | 369. Imagined "White" Nations: Race and Color in Latin America. (3h) |

Five-Year BA/MA Degree Program Option. Students who choose to minor in Latin-American studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin-American Studies at Georgetown University in Washington, DC. This program allows outstanding students interested in Latin America to begin work toward an interdisciplinary master's degree in Latin-American studies while still undergraduates at Wake Forest, and to complete both degrees within a five-year period. The bachelor of arts degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Interested students should contact the five-year degree program coordinator, Peter Siavelis, associate professor of political science.

## *Linguistics (LIN)*

(Interdisciplinary Minor)

**Coordinator** Professor of Romance Languages (Spanish) M. Stanley Whitley

The interdisciplinary minor in linguistics requires Linguistics/Anthropology 150, Introduction to Linguistics, and twelve additional hours. Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

The twelve hours in addition to Linguistics 150 may be chosen from the following three groups: linguistics courses, historical linguistics, and related topics. It is strongly recommended that at least one course be from historical linguistics.

### *Linguistics Courses*

**150. Introduction to Linguistics.** (3h) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use. Also listed as Anthropology 150. (CD)

**301. Semantics and Language in Communication.** (3h) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. Also listed as Communication 301.

**310. Sociolinguistics and Dialectology.** (3h) Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P—LIN 150 or POI.

**330. Introduction to Psycholinguistics and Language Acquisition.** (3h) A psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

**333. Language and Gender.** (3h) Uses an anthropological perspective to examine relationships between language structure, language use, persons, and social categories. Also listed as Anthropology 333.

**340. Topics in Linguistics.** (3h) An interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethnolinguistics, issues in Asian linguistics, language and gender. P—LIN 150 or POI.

**351. Comparative Communication.** (1.5h, 3h) A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. Also listed as Communication 351.

*351A Japan*
*351B Russia*
*351C Great Britain*
*351D Multiple Countries*
*351E China*

**375. Philosophy of Language.** (3h) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantic paradoxes, and the differences between languages and other sorts of sign systems. Also listed as Philosophy 375. P—POI.

**383. Language Engineering: Localization & Terminology.** (3h) Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. *Taught in English.* P—POI.

**398, 399. Individual Study.** (1-3h, 1-3h) A reading and research course designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. P—LIN 150 and POI.

**SIL 101, 102. Self Instructional Language.** (3h, 3h) A course in which students wishing to learn a language not offered at Wake Forest may arrange to study the language in consultation with a native speaker. This course does not count toward the linguistics minor without approval from the coordinator. P—POI.

### *Historical Linguistics*

*See course descriptions under appropriate department listings.*

English 304. History of the English Language. (3h)
Russian 232. The History of the Russian Language. (3h)
Spanish 321. The Rise of Spanish. (3h)

### Related Topics

*See course descriptions under appropriate department listings.*

Anthropology 355. Language and Culture. (3h)
English 390. The Structure of English. (3h)
French 222. French Phonetics. (3h)
Russian 230. The Structure of Russian. (3h)
Spanish 322. Spanish Pronunciation and Dialect Variation. (3h)

Students intending to minor in linguistics should consult the coordinator of linguistics in the Department of Romance Languages, preferably during their sophomore year.

## Mathematics (MTH)

**Chair** Stephen B. Robinson
**Reynolds Professor** Robert J. Plemmons
**Professors** Richard D. Carmichael, Fredric T. Howard, Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May, James L. Norris III
**Sterge Faculty Fellow and Associate Professor** Hugh N. Howards
**Associate Professors** Edward E. Allen, Miaohua Jiang, Stephen B. Robinson
**Sterge Faculty Fellow and Assistant Professor** Kenneth S. Berenhaut
**Assistant Professors** Sarah Raynor, Marielba Rojas, Gregory Warrington
**Visiting Assistant Professor** Christopher E. Dometrius
**Instructors** Janice Blackburn, Jule M. Connolly, David C. Wilson

A major in mathematics can be achieved by satisfying the requirements listed for either the bachelor of arts or bachelor of science. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division V requirements.

The bachelor of arts in mathematics requires Mathematics 111, 112, 113, 121, 211 or 311, and 221 with at least four additional three-hour courses numbered higher than 113 (excluding 381), at least two of which must be numbered above 300.

The bachelor of arts in mathematics with a concentration in statistics requires Mathematics 111, 112, 113, 121, 211 or 311, 221, 357, 358, 359, and either 256 or both 109 and another three-hour course numbered 200 or above (excluding 381).

The bachelor of science in mathematics requires Mathematics 111, 112, 113, 121, 221, 311, 391, and 392 with at least five additional three-hour courses numbered higher than 113 (excluding 381), at least three of which must be numbered above 300.

The bachelor of science in mathematics with a concentration in statistics requires Mathematics 111, 112, 113, 121, 221, 311, 357, 358, 359, 391, 392; one additional three-hour course numbered 300 or above (excluding 381); and 256 or both 109 and another three-hour course numbered 200 or above (excluding 381). Additionally, the research and paper prepared for 391 and 392 must be on a topic related to statistics.

A minor in mathematics requires Mathematics 111, 112, either 113 or 121, and three other courses of at least three hours each numbered higher than Mathematics 106, two of which must be numbered above 200. Neither Mathematics 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both Mathematics 113 and 301; for both Mathematics 121 and 302; or for both Mathematics 303 and 317.

A minor in statistics requires five courses chosen from Mathematics 357, 358, 359, 256, 109, 117, 121, 211 or 311; Anthropology 380; Biology 380; Business 201, 202; Economics 215; Health and Exercise Science 262, 360; Psychology 211, 212; Sociology 371, 372; at least two of which must be chosen from Mathematics 357, 358, 359. Additionally, no more than one course can be chosen from Anthropology 380; Biology 380; Business 201; Health and Exercise Science 262; Mathematics 109; Psychology 211; or Sociology 371 to satisfy this minor.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

The department regularly schedules activities in mathematics for students that enhance the course offerings. Examples are participation in the annual Putnam examination and the COMAP contest in mathematical modeling; meetings of the mathematics club; seminars and courses which build upon the regularly scheduled course offerings; and student research with faculty.

The Department of Mathematics and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than forty-eight hours, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 254, 255; Economics 150, 205, 207, 210, 211, 215, 218; and three additional courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and the Department of Economics.

The Department of Mathematics and the Wayne Calloway School of Business and Accountancy offer a joint major leading to a bachelor of science degree in mathematical business. This interdisciplinary program, consisting of no more than forty-eight hours, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements: Mathematics 253, 256, 301 (or 113), 302 (or

121), 353; Business 211, 221, 231, 241, 251, 261, 292; and a minimum of two additional three-hour courses chosen from among mathematics and business, not both courses chosen from business, with the mathematics courses being chosen from three-hour courses at the 300 level or higher, excluding 381. The following courses are prerequisites for admission into this major: Mathematics 111, 112, Accounting 111, 112, Business 100, Economics 150, and Communication 110. Computer Science 111, 112, and Mathematics 251 are strongly recommended electives. Students electing this joint major must receive permission from both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. To graduate from Wake Forest University with a major in mathematical business, the student must satisfy the requirements for graduation of both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the Calloway School.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or the joint majors. To be graduated with the designation "Honors in Mathematics," "Honors in Mathematical Business," or "Honors in Mathematical Economics," students must satisfactorily complete a senior research paper. To graduate with "Honors in Mathematics" or "Honors in Mathematical Business," majors must have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in mathematics at other institutions to satisfy divisional requirements.

105. **Fundamentals of Algebra and Trigonometry.** (1.5h, 2.5h, or 3h) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

106. Calculus Foundations. (4h) Functions, the trigonometric functions, limits, continuity, derivatives, differentials, anti-derivatives, the fundamental theorem of calculus. Intended for students with no previous calculus experience; all others should take MTH 111 or higher, as appropriate. In particular, credit is not allowed to students who have taken the AB, BC, or IB advanced placement calculus test. Course includes evaluation of pre-calculus skills. (QR)

107. Explorations in Mathematics. (4h) An introduction to mathematical reasoning and problem solving. Topics vary by instructor and may include one or more of the following: knot theory, Euclidean and non-Euclidean geometry, set theory, cryptography, discrete models, number theory, discrete mathematics, chaos theory, probability, and MAPLE programming. (QR)

109. Elementary Probability and Statistics. (4h or 3h) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours. (QR)

111. Calculus with Analytic Geometry I. (4h) A review of differential calculus, followed by a complete treatment of integral calculus, including applications, the transcendental functions, techniques of integration, indeterminate forms, improper integrals, and polar coordinates. Intended for students with previous calculus experience. (QR)

**112. Calculus with Analytic Geometry II.** (4h) Sequences, Taylor's formula, and infinite series, including power series. Basic multivariable calculus, including parametric equations, partial derivatives with applications to optimization problems, and double integrals. (QR)

**113. Multivariable Calculus.** (3h) The calculus of vector functions, including geometry of Euclidean space, differentiation, extrema, line integrals, multiple integrals, and Green's, Stokes', and divergence theorems. Credit not allowed for both MTH 113 and 301. (QR)

**117. Discrete Mathematics.** (3h) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics. (QR)

**121. Linear Algebra I.** (3h) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302. (QR)

**165. Problem-Solving Seminar.** (1h or 1.5h, P/F) A weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit.

**211. Advanced Calculus.** (3h) A rigorous proof-oriented development of important ideas in calculus. Limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. Credit not allowed for both 211 and 311.

**221. Modern Algebra I.** (3h) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—MTH 121.

**243. Codes and Cryptography.** (3h) Essential concepts in coding theory and cryptography. Congruences, cryptosystems, public key, Huffman codes, information theory, and other coding methods.

**251. Ordinary Differential Equations.** (3h) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—MTH 112. (QR)

**253. Operations Research.** (3h) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—MTH 111. (QR)

**254. Optimization Theory.** (1.5h) Unconstrained and constrained optimization problems; Lagrange multiplier methods; sufficient conditions involving bordered Hessians; inequality constraints; Kuhn-Tucker conditions; applications primarily to problems in economics. P—MTH 113 and 121.

**255. Dynamical Systems.** (1.5h) An introduction to optimal control, including the Pontryagin maximum principle, and systems of nonlinear differential equations, particularly phase space methods. Applications to problems in economics, including optimal management of renewable resources. P—MTH 113 and 121.

**256. Statistical Methods.** (3h) A study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary. (QR)

**301. Vector Analysis.** (1.5h) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 113 and 301. P—MTH 112.

**302. Matrix Algebra.** (1.5h) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 121 and 302.

**303. Complex Variables.** (1.5h) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—MTH 112.

**304. Applied Partial Differential Equations.** (1.5h) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—MTH 251.

**311, 312. Introductory Real Analysis I, II.** (3h, 3h) Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. Credit not allowed for both 211 and 311.

**317. Complex Analysis I.** (3h) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—MTH 113.

**322. Modern Algebra II.** (3h) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—MTH 221.

**324. Linear Algebra II.** (3h) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—MTH 121 and 221.

**326. Numerical Linear Algebra.** (3h) Numerical methods for solving matrix and related problems in science and engineering. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. Credit not allowed for both 326 and Computer Science 352.
P—MTH 112 and MTH 121 or 302.

**331. Geometry.** (3h) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

**334. Differential Geometry.** (3h) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—MTH 113.

**345, 346. Elementary Theory of Numbers I, II.** (3h, 3h) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem.

**347. Graph Theory.** (3h) Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs, and graph theoretic algorithms.

**348, 349. Combinatorial Analysis I, II.** (3h, 3h) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

**352. Partial Differential Equations.** (3h) A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—MTH 113 and 251.

**353. Mathematical Models.** (3h) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences.

**355. Introduction to Numerical Methods.** (3h) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both 355 and Computer Science 355. P—MTH 112, MTH 121 or 302, and Computer Science 111.

**357, 358. Mathematical Statistics I, II.** (3h, 3h) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. Math 357 prepares students for Actuarial Exam #1. C—MTH 112 or P—POI.

**359. Multivariate Statistics.** (3h) Multivariate and generalized linear methods for classification, modeling, discrimination, and analysis. P—MTH 112, MTH 121 or 302, and MTH 256.

**361. Selected Topics.** (1.5h, 2.5h, or 3h) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

**381. Individual Study.** (1.5h, 2.5h, or 3h) A course of independent study directed by a faculty adviser. By prearrangement.

**391. Senior Seminar Preparation.** (1h) Independent study or research directed by a faculty advisor by prearrangement with the adviser.

**392. Senior Seminar Presentation.** (1h) Preparation of a paper, followed by a one-hour oral presentation based upon work in MTH 391.

## *Medieval Studies*

(Interdisciplinary Minor)

**Coordinators** Professors of English Gillian Overing and Gale Sigal

The interdisciplinary minor in medieval studies requires eighteen hours, chosen from at least three different departments. Courses from the student's major may count in the minor. Students are encouraged, but not required, to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive 4.5 hours (two courses) which count toward the minor. (For details about application to the Oxford program, and

possible financial aid, consult Gale Sigal in the English department.) Courses may be chosen from the following list. (See course descriptions under appropriate listings.)

| | |
|---|---|
| Art | 252. Romanesque Art. (3h) |
| | 253. The Gothic Cathedral. (3h) |
| | 254. Luxury Arts in the Middle Ages. (3h) |
| | 267. Early Italian Renaissance Art. (3h) |
| | 296. Art History Seminar: b. Medieval Art. (1.5h, 3h) |
| English | 305. Old English Language and Literature. (3h) |
| | 310. The Medieval World. (3h) |
| | 311. The Legend of Arthur. (3h) |
| | 312. Medieval Poetry. (3h) |
| | 315. Chaucer. (3h) |
| | 320. British Drama to 1642. (3h) |
| French | 370. Seminar in French Studies. (3h) |
| | *Periodically offered in Medieval Studies* |
| German | 249. German Literature before 1700. (3h) |
| History | 306. The Early Middle Ages. (3h) |
| | 307. The High Middle Ages Through the Renaissance. (3h) |
| | 310. Seminar: Jerusalem. (3h) |
| | 342. The Middle East before 1500. (3h) |
| Humanities | 320. Perspectives on the Middle Ages. (3h) |
| | 361. Dante I. (1.5h) |
| | 362. Dante II. (1.5h) |
| Philosophy | 232. Ancient and Medieval Philosophy. (3h) |
| Political Science | 274. Religion and Politics in Medieval Thought. (3h) |
| Religion | 367. The Mystics of the Church. (3h) |
| | 372. History of Christian Thought: b. Medieval and Reformation Thought. (1.5h, 3h) |
| Spanish | 331. Medieval Spain: A Cultural and Literary Perspective. (3h) |
| Theatre | 260. History of Western Theatre I (Beginnings to 1642). (3h) |

Students intending to minor in medieval studies should consult one of the coordinators, preferably during the sophomore year.

## *Middle East and South Asia Studies*

(Minor)

**Coordinator** Professor of Political Science Charles H. Kennedy

The Middle East and South Asia Studies minor provides students with an opportunity to engage in a multidisciplinary study of the history, politics, literature, peoples, and cultures of the Middle East and South Asia. To fulfill the minor, students must complete eighteen hours from an approved list of courses on file with the coordinator and listed below. (See course

descriptions under appropriate listings.) No more than nine of these eighteen hours may be taken in a single discipline.

| | |
|---|---|
| Anthropology | 334. Peoples and Cultures of South Asia. (3h) |
| | 383., 384. Field Research in Cultural Anthropology. (when topic is appropriate) (3h,3h) |
| Art | 104. Topics in World Art. (when topic is appropriate) (3h) |
| English | 358. Postcolonial Literature. (3h) |
| | 359. Studies in Postcolonial Literature. (3h) |
| History | 211. Colloquium. (when topic is appropriate) (3h) |
| | 310. Seminar. (when topic is appropriate) (3h) |
| | 342. The Middle East before 1500. (3h) |
| | 345. The Middle East since 1500. (3h) |
| Humanities | 2248. Cross-cultural Encounters in Morocco. (3h) |
| International Studies | 220. Forms of Orientalism. (3h) |
| Political Science | 242. Topics in Comparative Politics. (when topic is appropriate) (3h) |
| | 246. Politics and Policies in South Asia. (3h) |
| | 247. Islam and Politics. (3h) |
| | 252. Topics in International Relations (when topic is appropriate) (3h) |
| | 259. The Arab-Israeli Conflict. (3h) |
| | 274. Religion and Politics in Medieval Thought. (3h) |
| | 281. Forms of Orientalism. (3h) |
| | 290. Senior Seminar in Political Science. (when topic is appropriate) (3h) |
| Religion | 337. Religion and Politics in Medieval Thought. (3h) |
| | 362. Islam. (3h) |

## Military Science (MIL)

**Professor** Lieutenant Colonel M. Keith Callahan
**Assistant Professors** James F. Baker III, Brian P. Steele, Walter Todd, Rodney Wallace
**Adjunct Instructor** Donald J. Moser

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve force components of the Army of the United States, as determined by the Secretary of the Army. The AROTC program is composed of the Basic Course and the Advanced Course. The Basic Course consists of four courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a corequisite. No military obligation is incurred by enrollment in the Basic Course, except by Army ROTC Scholarship cadets. The Basic Course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Leader's Training Course). The Advanced Course consists of four courses

(225, 226, 227, and 228), with either 117 or 118 taken each semester as a corequisite, and a five-week Leader Development and Assessment Course, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

**114. Leadership.** (1.5h) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management; specifically in the areas of business, politics, sports, and the military.

**117, 118. Leadership Laboratory.** (0.0h) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either Military Science 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science courses. *Pass/Fail only.* C—Any other military science core course. P—POI of military science, except when required as explained above.

**121. Introduction to Army ROTC and the U.S. Army.** (1.5h) An introduction to the Army Reserve Officers' Training Corps and to the United States Army, exploring roles, organization, customs and traditions. C—MIL 117.

**122. Introduction to Problem Solving, Decision Making, and Leadership.** (1.5h) This course is an introduction to the "life skills" of problem solving, decision making, and leadership. The course is designed to help students in the near-term as leaders on campus. The class also helps students be more effective leaders and managers in the long-term, whether they serve in the military or be leaders in civilian life. Topics addressed include problem solving, critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal setting, and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises. P—MIL 121 or POI of military science. C—MIL 118.

**123. Land Navigation and Terrain Analysis.** (1.5h) A study of the methods of land navigation and terrain analysis for military operations. P—MIL 121 and 122, or POI of military science. C—MIL 117 or 118, as appropriate.

**124. Leadership in the U.S. Army.** (1.5h) This course delves into theoretical and practical leadership instruction. Specifically, students examine several aspects of communication and leadership concepts such as written and oral communication, effective listening, assertiveness, personality, adult development, motivation, and organizational culture and change. Each lesson maximizes student participation, inspires intellectual curiosity, and clarifies practical application. The course concludes with a major leadership and problem-solving case study. Upon completion, students are well-grounded in fundamental leadership principles and are better prepared to apply such principles to a wide variety of life experiences. P—MIL 121, 122 and 123, or POI of military science. C—MIL 118.

**225. Military Operations.** (1.5h) Instruction and case studies that build leadership competencies and military skills in preparation for future responsibilities as Army officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and

actions of leaders, and organizational communications. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science). C—MIL 117.

**226. Advanced Military Operations.** (1.5h) Instruction and case studies that build upon the leadership competencies and military skills attained in Military Science 225 in preparation for future responsibilities as Army officers. Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225. C—MIL 118.

**227. Leadership and Management in the U.S. Army I.** (1.5h) The theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225 and 226. C—MIL 117.

**228. Leadership and Management in the U.S. Army II.** (1.5h) A continuation of Military Science 227 with emphasis on the transition from cadet to officer. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225 through 227. C—MIL 118.

**229. American Military History.** (3h) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. Credit not allowed for both MIL 229 and History 369. P—POI of military science.

## Music (MUS)

**Chair** David B. Levy
**Composer-in-Residence and Professor** Dan Locklair
**Professors** Susan Harden Borwick, Stewart Carter, Louis Goldstein, Peter Kairoff
David B. Levy, Teresa Radomski
**Director of Choral Ensembles and Associate Professor** Brian Gorelick
**Associate Professor** Richard E. Heard
**Assistant Professor** Jacqui Carrasco
**Director of Bands** C. Kevin Bowen
**Director of Orchestra** David Hagy
**Lecturers** Patricia Dixon, Kathryn Levy, Morten Solvik (Vienna)
**Adjunct Assistant Professors** Matthew Troy, Robert Waters
**Adjunct Instructor** Bama Lutes Deal
**Visiting Lecturer** Janet Orenstein

The Department of Music offers two majors, in music performance and music history/theory/composition, each requiring thirty-eight hours. Students who choose one of these majors may not choose the other as a second major. Both majors include a basic curriculum of music theory (Music 171, 172, 173, 174, sixteen hours) and music history (Music 181, 182, 183, nine hours), and four semesters of Music 100.

In addition to this basic curriculum, the major in music performance requires six hours of individual instruction above the 100 level (Music 262 and either 362 or 363), which

requires as a prerequisite the successful completion of an audition; four hours of ensembles (excluding Music 119, 128, and 129), taken in four semesters; and three hours of elective courses in music, excluding ensembles and Music 161-162, 165-168, 175, 177, 262, 362-363. The major in music performance must present a senior recital.

In addition to the basic curriculum, the major in music history/theory/composition requires three hours of individual instruction (Music 161 or 162), three hours of ensembles (excluding Music 128 and 129), taken in three semesters; seven hours of elective courses in music, excluding ensembles and Music 161-162, 165-168, 175, 177, 262, 362-363, and a performance proficiency examination. The major in music history/theory/composition must complete a senior thesis (Music 397 or 398) appropriate to one or more of these areas.

Students considering a major in music performance or music history/theory/composition are urged to begin their musical studies during the first year and should consult the chair of the department as soon as possible after entering the University. Those wishing to major in music performance are required to audition, typically during their sophomore year, before officially being admitted to the major. Successful completion of Music 171 is required in order to audition.

Highly qualified majors in music performance or music history/theory/composition may be invited by the music faculty to apply for admission to honors in music. To be graduated with the designation "Honors in Music," a candidate must have an overall grade point average of at least 3.0, and a grade point average of at least 3.5 in courses in the major, be selected for this honor by the music faculty, and successfully complete either Music 363 or 398. More information is available from the music department.

A minor in music requires nineteen hours: Music 171, 172; one course from Music 181, 182, 183; two hours of ensemble (excluding Music 128, 129), taken in two semesters; two hours of individual instruction; three semesters of Music 100; and four hours of elective courses in music, three of which must be in music history/theory/composition. Each minor will be assigned an adviser in the music department and is encouraged to begin individual lessons, Music 171, and Music 100 as early as possible.

Regarding ensemble requirements for the majors and minor in music, students who are singers must fulfill the ensemble requirement by enrolling in Music 114, 115 and/or 116. Students who play a band or orchestral instrument must fulfill the ensemble requirement by performing on their primary instrument in Music 112, 113, 118, and/or 121. Performers on keyboard instruments are strongly encouraged to enroll in one of the above ensembles, but may also fulfill the ensemble requirement through participation in chamber music (120).

### *Music in Liberal Arts*

**100. Recitals.** (0h) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secrest Artists Series. (Specific attendance requirements are established at the beginning of each semester.) Four semesters are required of music majors; three semesters are required of music minors. *Pass/Fail only.*

**101. Introduction to Western Music.** (3h) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the present day. May not count toward the majors or minor in music.

**109. Introduction to the Music of World Cultures.** (3h) A survey of music in selected societies around the world. Topics are selected from the following areas of concentration:

India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). May not count toward the majors or minor in music. (CD)

**110. Writing about the Arts.** (3h) Training in expository writing; frequent essays based on music and other arts experiences on campus and in the community, and on readings in music and the arts. Fulfills the basic compositional requirement in English. P—POI and the Department of English. May not count toward the majors or minor in music.

### *Music History, Theory, and Composition*

**104. Basic Music Reading and Skills.** (1.5h) A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the majors or minor in music.

**106. Electronic Music Lab.** (1.5h) Foundations of MIDI protocol, with particular attention to the study and application of sequencers, notational programs, and synthesizers. Development of skills in written notation through use of computerized programs. Taught in the Music Computer Lab. P—MUS 101, 104, or POI.

**130. African-American Art Song.** (3h) A survey of the art songs of African-American composers of the nineteenth and twentieth century. The emphasis in the course is on song for solo voice and piano, with some discussion of works for voice and orchestra or chamber ensemble. P—POI. (CD)

**171. Music Theory I.** (4h) Music fundamentals (key signatures, scales, modes, intervals, chords), simple part-writing, sight-singing, rhythmic skills, and keyboard harmony. Prerequisite for audition in music performance. Designed for music majors and minors. *Fall.*

**172. Music Theory II.** (4h) Seventh chords, secondary chords, mutated chords, part-writing, basic counterpoint, basic musical forms, ear training, sight-singing, rhythmic skills, keyboard harmony. P—MUS 171. *Spring.*

**173. Music Theory III.** (4h) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythmic skills, keyboard harmony. P—MUS 172. *Fall.*

**174. Music Theory IV.** (4h) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythmic skills, keyboard harmony. P—MUS 173. *Spring.*

**181. Music History I.** (3h) History of western art music from the ancient Greeks to 1750. P—MUS 171 or POI. *Fall.*

**182. Music History II.** (3h) History of western art music from 1750 to World War I. P—MUS 171, 181, or POI. *Spring.*

**183. Music History III.** (3h) History of western art music from the beginning of the twentieth century to the present day and its associations with other cultures and disciplines. *Fall.* P—MUS 171, 181, 182 or POI.

**203. History of Jazz.** (3h) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—MUS 101 or POI.

**207. American Music.** (3h) A study of the musical sources of American culture and the six streams of music in the United States: folk and ethnic musics, offsprings of the rural South (country music, blues, rock), jazz and its forerunners, popular sacred music, popular secular music, and art music. (CD)

**208. Women and Music.** (3h) A historical overview of women musicians in society. (CD)

**209. Music of World Cultures.** (3h) A survey of music in selected societies around the world. Topics are selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). Students complete a project or projects on the technical or theoretical aspects of the music of world cultures. Designed for music majors and minors. P—MUS 172 or POI. (CD)

**210. Survey of Latin-American Music.** (3h) A survey of art, folk, and popular musical styles in Latin America and their impact on music of other cultures. Divided into three areas of study: the Caribbean, Central America, and South America. (CD)

**212. Music in the Church.** (3h) Function of church musicians and the relationship of their work to the church program. Offers to musician and non-musician alike historical overview, hymnody survey and other church music-related topics through class and guest lectures and practical seminars. P—POI. *Offered fall semester of odd years.*

**213. Beethoven.** (3h) Compositional process, analysis, criticism, and performance practices in selected works by Ludwig van Beethoven. P—MUS 101 or POI.

**215. Philosophy of Music.** (3h) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns.

**220. Seminar in Music History.** (3h) Intensive study of a selected topic in music history. P—MUS 174, 181, 182, 183, or POI.

**230. History of Musical Instruments.** (3h) Historical overview of the form and function of musical instruments from the Middle Ages to the present. Emphasis is on instruments in art music of Western Europe and the United States. P—MUS 101, 181, 182, 183, or POI.

**272. Analysis Seminar.** (1.5h) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. P—MUS 174 or POI.

**273. Composition.** (1h or 1.5h) Individual instruction in the craft of musical composition. May be repeated for credit. P—POI.

**280. Orchestration.** (3h) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. P—MUS 174, 182, 183, or POI. *Spring.*

**282. Conducting.** (3h) A study of choral and instrumental conducting techniques. P—MUS 174 or POI.

**284. Music Literature Seminar.** (3h) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—MUS 101 or POI.

*a. Orchestral Literature*
*b. Choral Literature*
*c. Piano Literature*
*d. Guitar Literature*
*e. Vocal Literature*
*f. Opera*

**285. Special Topics in Music.** (1-3h) An intensive study of a selected subject chosen by faculty prior to the term in which the course is offered. May be repeated if course content differs. P—POI.

**307. American Foundations.** (3h) An interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions, field trips, including a tour of New York City museums. Term project in American music. Also listed as Art 331, History 349, and Interdisciplinary Honors 393, 394. *Offered at Reynolda House in summer only.*

### *Independent Study and Honors Thesis*

**298. Independent Study.** (1.5h, 3h) A project in an area of study not otherwise available in the department. By pre-arrangement with department chair.

**397. Senior Thesis in History/Theory/Composition.** (1h) Writing of a major historical, theoretical, or compositional work, as determined by the student's area of concentration. A student may not receive credit for both MUS 397 and 398. By prearrangement.

**398. Senior Honors Thesis in History/Theory/Composition.** (1h) Writing of a major historical, theoretical, or compositional work, as determined by the student's area of concentration. A student may not receive credit for both MUS 397 and 398. P—Faculty selection for honors in music history/theory/composition.

### *Ensemble*

Departmental ensembles are open to all students on the basis of one hour per semester of participation in each ensemble, except as noted. Neither Music 128 nor Music 129 may count for the music majors or minor. All classes in this section may be repeated for credit.

**111. Opera Workshop.** Study, staging, and performance of standard and contemporary operatic works. P—POI.

**112. Collegium Musicum Instrumental.** An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

**113. Orchestra.** Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

**114. Collegium Musicum Vocal.** An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. P—Audition.

**115. Concert Choir.** A select touring choir of forty-five voices which performs a variety of choral literature from all periods. P—Audition.

**116. Choral Union.** A large, mixed chorus which performs a variety of choral literature from all periods. P—Audition.

**118. Wind Ensemble.** Study and performance of music for mixed chamber ensemble of winds, brass, and percussion. P—Audition.

**119. Symphonic Band.** (0.5h) Study and performance of music for symphonic band. Begins after spring break and continues to the end of the semester. Meets twice weekly. Performs on campus. P—POI. *Spring.*

**120. Small Chamber Ensemble.** Study and performance of music for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—POI.

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|---|---|
| *a. percussion ensemble* | *e. brass* |
| *b. flute choir* | *f. woodwind* |
| *c. string* | *g. guitar* |
| *d. saxophone* | *h. mixed* |

**121. Jazz Ensemble.** Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

**128. Athletic Band I.** Performs at most football games and men's and women's home basketball games. Meets twice weekly. Regular performances on and off campus. P—POI. *Fall.*

**129. Athletic Band II.** (0.5h) Performs at men's and women's home basketball games, and at the spring football game. Class held once weekly. Meets from the beginning of the semester to spring break. P—MUS 128 or POI.

## *Performance Study*

Courses in individual instruction are open to students with the permission of the instructor on a space available-basis. Students in individual instruction who do not have basic knowledge of notation and rhythm are advised to enroll in Music 104 either prior to or in conjunction with individual instruction. (See page 23 of this bulletin for specific information regarding the fee.) All classes in this section may be repeated for credit unless noted.

**108. Alexander Technique for Musical Performers.** (0.5h) An educational process that uses verbal and tactile feedback to teach improved use of the student's body by identifying and changing poor and inefficient habits that cause stress, fatigue, and pain in the musical performer. This is a course designed to teach the performer to minimize physical effort and maximize expression. Meets two hours per week. *Pass/Fail only.*

**122. Music Theatre Practicum.** (1h) For musicians who perform in a departmentally-sponsored theatrical production (when their performance is not as a member of a departmental ensemble). May not be counted toward the majors or minor in music. Credit may be earned in a given semester for either MUS 122 or Theatre 283, but not both. Course may be repeated for no more than four hours. P—POI. *Pass/Fail only.*

**123. Woodwind Doubling.** (1h) Practical skills for woodwind instrumentalists who participate in musical theatre productions for which expertise on more than one instrument is required.

**161. Individual Instruction.** (0.5h) Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student. One half-hour lesson per week. Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—POI.

| | | | |
|---|---|---|---|
| *a. violin* | *g. clarinet* | *m. baritone* | *s. harp* |
| *b. viola* | *h. bassoon* | *n. tuba* | *t. electric bass* |
| *c. cello* | *i. saxophone* | *o. organ* | *v. voice* |
| *d. bass* | *j. trumpet* | *p. piano* | *w. recorder* |
| *e. flute* | *k. French horn* | *q. percussion* | *x. viola da gamba* |
| *f. oboe* | *l. trombone* | *r. guitar* | *y. harpsichord* |
| | | | *z. jazz improvisation* |

**162. Individual Instruction.** (1h) One one-hour lesson per week. Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—POI.

**165j. Brass Rudiments.** (0.5h) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. P—POI. *Spring.*

**165p. Class Piano.** (0.5h) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

**165q. Class Percussion.** (0.5h) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—POI.

**165r. Class Guitar I.** (0.5h) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

**166r. Class Guitar II.** (0.5h) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—MUS 165r.

**165v. Class Voice I.** (0.5h) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. P—POI. *Fall.*

**166v. Class Voice II.** (0.5h) Continuation of fundamental vocal techniques. P—MUS 165v or POI.

**166p. Class Piano II.** (0.5h) Continuation of fundamental piano techniques. P—MUS 165p or POI.

**167v. Theatrical Singing I: Class Voice.** (0.5h) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.) P—POI. *Fall.*

**168v. Theatrical Singing II: Class Voice.** (0.5h) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. P—MUS 167v or POI. (One hour per week.)

**175v. Advanced Voice Class.** (1h) Development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—MUS 166v or POI.

**177v. Advanced Theatrical Singing.** (1h) Development of advanced theatrical singing technique and performance of musical theatre repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—MUS 168v or POI.

**190. Diction for Singers.** (1.5h) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.) May not be repeated for credit.

**262. Individual Instruction.** (1.5h) One one-hour lesson per week. Fulfills the individual instruction requirements for the major in music performance. May be repeated for credit. P—Two hours of MUS 161 and/or 162, plus successful completion of the audition for the major in musical performance, and POI.

362. **Senior Recital.** (3h) Preparation and public performance of a recital. Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both MUS 362 and 363. A student may not enroll in MUS 262 and 362 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262 and POI.

363. **Senior Honors Recital.** (3h) Preparation and public performance of a recital at the honors level. Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both MUS 362 and 363. A student may not enroll in MUS 262 and 363 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262, POI, and faculty selection for honors in music performance.

## *Neuroscience (NEU)*

(Interdisciplinary Minor)

**Coordinator** Professor of Biology Wayne L. Silver

The neuroscience minor provides an interdisciplinary approach to the study of the nervous system. Neuroscientists study how we learn, process and remember information from the molecular to the philosophical level and examine subjects ranging from the molecular pharmacology of brain function to the mind-body problem.

The minor requires a minimum of seventeen hours, nine of which must include the neuroscience courses (200, 201, 300, 391) described below. At least one semester of research in neuroscience is required for the minor (NEU 391). The research can be conducted on the Reynolda Campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the neuroscience minor faculty. Eight hours must come from the elective courses listed below. (See course descriptions under appropriate listings.) One of the elective courses must come from outside the student's major department.

200. Introduction to Neuroscience. (3h) An interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, neural networks, and the philosophy of mind.

201. Neuroscience Laboratory. (1h) A laboratory course that examines principles of neuroscience ranging from the molecular and cellular to the behavioral and cognitive. Lab—three hours. C—NEU 200.

300. Neuroscience Seminar. (3h) Consideration of current neuroscience topics. Presentations of current research by faculty on the Reynolda Campus or the Wake Forest University School of Medicine. Readings from the primary literature accompany the presentations. P—NEU 200.

391. Research in Neuroscience. (2h) Supervised independent laboratory investigation in neuroscience.

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|---|---|
| Biology | 323. Animal Behavior. (4h) |
| | 324. Hormones and Behavior. (3h) |
| | 346. Neurobiology. (4h) |
| | 351. Vertebrate Physiology. (4h) |
| | 352. Developmental Neuroscience (4h) |
| | 354. Vertebrate Endocrinology. (3h) |
| | 364. Sensory Biology. (4h) |
| Computer Science | 371. Artificial Intelligence. (3h) |
| Health and | 312. Exercise and Health Psychology. (3h) |
| Exercise Science | 350. Human Physiology. (3h) |
| Philosophy | 274. Philosophy of Mind. (3h) |
| Physics | 304. Physics of Medical Imaging. (3h) |
| | 307. Biophysics. (3h) |
| Psychology | 320. Physiological Psychology. (3h) |
| | 322. Psychopharmacology. (3h) |
| | 323. Animal Behavior. (3h) |
| | 326. Learning Theory and Research. (3h) |
| | 329. Perception. (3h) |
| | 331. Cognition. (3h) |
| | 333. Motivation of Behavior. (3h) |

(Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.)

## Philosophy (PHI)

**Chair** Ralph C. Kennedy
**A. C. Reid Professor** George Graham
**Professors** Thomas K. Hearn Jr., Marcus B. Hester, Charles M. Lewis
**Associate Professors** Ralph C. Kennedy III, Win-chiat Lee
**Assistant Professors** Adrian Bardon, Stavroula Glezakos, Christian Miller
**Adjunct Assistant Professor** Dorthea Lotter
**Visiting Assistant Professor** Clark Thompson
**Lecturer** Hannah M. Hardgrave

The objective of the program in philosophy is to lead the student to an understanding of philosophical thinking—past and present—about such fundamental questions as what it is to exist, to know, to be good, right, true, beautiful, or sacred. In examining such matters, philosophy may be said to investigate the presuppositions that inform all human action and inquiry and thus to be an essentially interdisciplinary kind of subject. The study of philosophy can, therefore, play a useful role in preparing the student for a career in almost any field, including law, politics, religion, medicine, business, the arts, and the natural and social sciences.

The twenty-seven hours in philosophy required for graduation with a major in the subject must include a general introduction to philosophy (Philosophy 111), one course in logic (selected from Group II), three courses in the history of philosophy (one from each of

Groups III, IV and V) and two 200-level or higher topics courses (Group VI), the total to include at least three courses at the 300-level.

A minor in philosophy requires fifteen hours in philosophy, which must include at least two 200-level or higher courses and one 300-level course. Philosophy being an intrinsically interdisciplinary subject, a minor in philosophy can be designed to complement any major subject. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Highly qualified majors are invited to apply in the spring semester of their junior year to the honors program in philosophy. Candidates must have an overall grade point average of at least 3.0 and a grade point average in philosophy courses of at least 3.3. Graduation with honors in philosophy requires successful completion of Honors I and II in the fall and spring semesters, respectively, of their senior year. The hours earned in these two courses do not count toward the twenty-seven hours required of all majors.

### *Group I—Introduction to Philosophy*

**111. Basic Problems of Philosophy.** (3h) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter.

### *Group II—Logic*

**121. Logic.** (3h) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

**221. Symbolic Logic.** (3h) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem.

### *Group III—Classical Ancient Philosophy*

**232. Ancient and Medieval Philosophy.** (3h) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—PHI 111.

**331. Plato.** (3h) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One 200-level course in philosophy or POI.

**332. Aristotle.** (3h) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One 200-level course in philosophy or POI.

### *Group IV—Classical Modern Philosophy*

**241. Modern Philosophy.** (3h) A survey of major philosophers from Descartes to Kant. P—PHI 111.

**242. The Mechanistic View of Nature.** (3h) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human

beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas.

**341. Kant.** (3h) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—One 200-level course in philosophy or POI.

**342. Studies in Modern Philosophy.** (3h) Treatment of selected figures and/or themes in seventeenth- and eighteenth-century European philosophy. P—One 200-level course in philosophy or POI.

### *Group V—Other History*

**251. American Philosophy.** (3h) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C. S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—PHI 111.

**252. Contemporary Philosophy.** (3h) A study of the principal works of several representative twentieth-century philosophers. P—PHI 111.

**253. The Main Streams of Chinese Philosophy and Religion.** (3h) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. Also offered as Religion 380.

**254. Existentialism.** (3h) A study of existentialist treatment of such topics as the self, meaning, identity, nihilism, freedom, and commitment. Authors studied may include Kierkegaard, Dostoyevsky, Nietzsche, Kafka, Heidegger, Beckett, and Sartre. P—PHI 111.

**351. Early German Idealism.** (3h) An examination of the development of post-Kantian idealism through the works of Fichte, Schelling, and Schleiermacher, with particular emphasis on their efforts to address the challenge of critical philosophy. P—One 200-level course in philosophy or POI.

**352. Hegel, Kierkegaard, and Nietzsche.** (3h) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One 200-level course in philosophy or POI.

**353. Heidegger.** (3h) An examination of the structure and development of Heidegger's philosophy from the ontological analysis in *Being and Time* to his later work in the philosophy of language and poetry. P—One 200-level course in philosophy or POI.

**354. Wittgenstein.** (3h) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One 200-level course in philosophy or POI.

### *Group VI—Topics in Philosophy*

**161. Medical Ethics.** (3h) A study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truthtelling, confidentiality, abortion, and the allocation of scarce medical resources.

**162. Ethics and Public Policy.** (3h) A critical examination of the ethical foundations of public policy issues. Topics may include: euthanasia, censorship, racial and gender equality, drugs, sexual conduct, and crime.

**163. Environmental Ethics.** (3h) An examination of ethical issues concerning the environment as they arise in individual lives and public policy. These issues are discussed in the context of fundamental questions regarding the adequacy of traditional philosophical frameworks for thinking about the relationship between humans and the nonhuman world and the value and moral status of the nonhuman world.

**171. Space and Time in Fact and Fiction.** (3h) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

**261. Ethics.** (3h) A critical study of selected problems and representative works in ethical theory. P—PHI 111.

**262. Philosophy of Law.** (3h) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—PHI 111.

**263. Freedom, Action, and Responsibility.** (3h) A study of the nature of human freedom and related matters in the philosophy of action, metaphysics, and moral philosophy. P—PHI 111.

**271. Philosophy of Biology.** (3h) A study of the philosophical presuppositions and implications of contemporary biology, covering topics such as evolution by natural selection, the nature of biological classification, reductionism, and biological explanations of moral and social phenomena. P—PHI 111.

**273. Philosophy, Mental Health, and Mental Disorder.** (3h) A philosophical inquiry into the nature of mental illness and mental health. Topics are discussed in the context of interdisciplinary readings in philosophy and psychiatry. P—PHI 111.

**274. Philosophy of Mind.** (3h) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. P—PHI 111.

**361. Topics in Ethics.** (1.5h, 3h) P—One 200-level course in philosophy or POI.

**362. Social and Political Philosophy.** (3h) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—One 200-level course in philosophy or POI.

**371. Philosophy of Art.** (3h) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—One 200-level course in philosophy or POI.

**372. Philosophy of Religion.** (3h) An analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One 200-level course in philosophy or POI.

**373. Philosophy of Science.** (3h) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the

scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or POI.

**375. Philosophy of Language.** (3h) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. Also listed as Linguistics 375. P—One 200-level course in philosophy or POI.

**381. Topics in Epistemology.** (3h) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One 200-level course in philosophy or POI.

**382. Topics in Metaphysics.** (3h) P—One 200-level course in philosophy or POI.

*Group VII—Honors and Independent Study*

**385. Seminar.** (1.5h, 3h) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—POI.

**391. Honors I.** (1.5h) Directed study and research in preparation for writing a major paper. Must be taken in the fall semester of the senior year. P—Admission to the honors program in philosophy.

**392. Honors II.** (1.5h) Completion of the project begun in Philosophy 391. Requires defense of the paper in an oral examination conducted by at least two members of the department. Taken in the spring semester of the senior year. P—PHI 391.

**395. Independent Study.** (1.5h, 3h)

# Physics (PHY)

**Chair** George Eric Matthews
**Reynolds Professor of Computational Biophysics** Jacquelyn S. Fetrow
**Reynolds Professor** Richard T. Williams
**Professors** Paul R. Anderson, Keith D. Bonin, Natalie A. W. Holzwarth, William C. Kerr, George Eric Matthews
**Research Associate Professor** Kamil Burak Ücer
**Z. Smith Reynolds Faculty Fellow and Associate Professor** Daniel Kim-Shapiro
**Associate Professors** Eric D. Carlson, David L. Carroll
**Assistant Professors** Gregory B. Cook, Martin Guthold, Jed Macosko, Fred Salsbury
**Adjunct Associate Professor** Peter Santago
**Adjunct Assistant Professors** John D. Bourland, Timothy E. Miller
**Visiting Professor of Physics** Lukasz Turski

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The bachelor of arts degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines, such as medicine, law, and business. The bachelor of science degree is designed for students planning careers in physics.

The bachelor of arts degree in physics requires twenty-five hours in physics and must include the following courses: 113, 114, 141, 162, 165, 166, and 230. The remaining six hours may be satisfied with any other 300-level courses in the department except 381 and 382. Mathematics 251 also is required. Depending on what other physics courses the student takes, additional mathematics courses may be required; e.g., Mathematics 301 is a prerequisite for Physics 339. The bachelor of science degree in physics requires thirty-eight hours in physics and must include the following courses: 113, 114, 141, 162, 165, 166, 230, 301, 302, 337, 339, 340, 343, 344, 346, and 351. The remaining hours may be satisfied with any other 300-level course in the department. In addition, Mathematics 251, 301, 302, and 304 are required; Mathematics 303 and Computer Science 111 are strongly recommended.

The bachelor of arts degree in physics with concentration in biophysics and biochemistry requires 27.5 hours in physics and must include the following courses: 113, 114, 141, 162, 165, 166, 230, and two of the following: 307/325, 320/323, 351. A student must take Physics 381 or 382 for a minimum of 1.5 hours. Also required are Mathematics 251; Chemistry 111/111L, 122/122L, 230; two of the three courses Biology 112, 213, 214; one of the four courses Biology 370, Biology 371, Chemistry 370, Chemistry 371.

While the physics major can be started in the sophomore year, students are encouraged to take Physics 113 and 114 and Mathematics 111 and 112 in the first year. If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five-year BS/MS program. A candidate for the 3-2 engineering program would also complete three years of the bachelor of science physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

A minor in physics requires seventeen hours, which must include the courses 113, 114, 141, and 162. A minor in astrophysics requires seventeen hours and consists of the courses 113, 114, 141, 310, and 312. Students interested in either minor should advise the faculty member responsible for advising physics majors (inquire in Olin Physical Laboratory Room 100).

If physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in *General Physics* without special permission of the department.

Physics courses satisfying Division V requirements must be taken at Wake Forest.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass Physics 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a grade point average of at least 3.5 in physics and 3.0 overall.

105. Descriptive Astronomy. (3h) An introductory study of the universe, from the solar system to the galaxies. No lab.

109. Astronomy. (4h) An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours.

**110. Introductory Physics.** (4h) A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics, or science students. Credit not allowed for both 110 and 113. Lab—two hours. (QR)

**113, 114. General Physics.** (4h, 4h) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and premedical students. C—Mathematics 111, 106, or equivalent. P—PHY 113 is prerequisite for 114. Lab—two hours. (QR)

**120. Physics and Chemistry of the Environment.** (4h) The course covers the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. Also listed as Chemistry 120. (QR)

**141. Elementary Modern Physics.** (3h) The development of twentieth-century physics and an introduction to quantum ideas. P—PHY 114 and Mathematics 111. C—PHY 165. (QR)

**162. Mechanics.** (3h) A study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames; and relativistic mechanics. The course includes extensive use of computers. P—PHY 113 and Mathematics 111 or equivalent. (QR)

**165, 166. Intermediate Laboratory.** (1h, 1h) Experiments on mechanics, modern physics, electronics, and computer simulations. C—PHY 141 (for Physics 165); PHY 162 (for Physics 166). P—PHY 165 (for Physics 166).

**230. Electronics.** (3h) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—PHY 114. (QR)

**301, 302. Physics Seminar.** (0h, 0h) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

**304. Physics of Medical Imaging.** (3h) Physical principles of x-ray computed tomography (CT), positron emission tomography (PET), single-photon emission computed tomography (SPECT), magnetic resonance imaging (MRI), and ultrasonic imaging. P—PHY 113, 114 as well as Mathematics 111, 112 or POI.

**307. Biophysics.** (3h) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. P—PHY 113, 114 as well as Biology 112 or 214 or POI.

**310. Extragalactic Astronomy and Cosmology.** (3h) Topics covered include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—PHY 114, 141.

**312. Introduction to Stellar Astronomy.** (3h) The physics of stellar atmospheres and interiors. Topics covered include radiation transfer, absorption and emission of radiation, formation of spectra, models for stellar interiors, nuclear fusion reactions, and stellar

evolution. Methods of measuring distances to stars and interpretation of stellar spectra are also included. P—PHY 114, 141, Mathematics 301.

**320. The Physics of Macromolecules.** (3h) The physics of large biologically important molecules, especially proteins and nucleic acids. Topics covered include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. Designed for students with biochemistry, chemistry, or physics backgrounds. P—PHY 351 or Biology 214 or Chemistry 341, PHY 113, 114, or POI.

**323. Computational Biophysics Laboratory.** (1h) Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis. C—PHY 320 or POI.

**325. Biophysical Methods Laboratory.** (1h) Experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis. C—PHY 307.

**327. Bioinformatics.** (3h) An introduction to bioinformatics and the language of computer programming and algorithm development in the field of biomedical research. Also listed as Computer Science 385. P—Introductory courses in biology, chemistry, and molecular biology or biochemistry or POI.

**330. Data Acquisition and Analysis.** (3h) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—PHY 130, 230.

**337. Analytical Mechanics.** (1.5h) The Lagrangian and Hamiltonian formulations of mechanics with applications. This course is taught in the first half of the fall semester. P—PHY 162, Mathematics 251.

**339, 340. Electricity and Magnetism.** (1.5h, 3h) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. Physics 339 is taught in the second half of the fall semester, following Physics 337. Physics 340 is taught in the spring semester. These should be taken in sequence. P—PHY 114, Mathematics 251 and 301.

**343, 344. Quantum Physics.** (3h, 3h) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—PHY 141 and Mathematics 251.

**346. Advanced Physics Laboratory.** (1h) Lab—three hours. P—PHY 166 and PHY 343.

**351. Thermodynamics and Statistical Mechanics.** (3h) Introduction to classical and statistical thermodynamics and distribution functions.

**352. Physical Optics and Optical Design.** (4h) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.

**354. Introduction to Solid State Physics.** (3h) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—PHY 343.

**361. Biophysics Seminar.** (1h) Seminal and current publications in biophysics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion.

**381, 382. Research.** (1.5h/3h, 1.5h/3h) Library, conference, computation, and laboratory work performed on an individual basis.

**391, 392. Special Topics in Physics.** (1h-4h) Courses in selected topics in physics. May be repeated if course content differs.

# Political Science (POL)

**Chair** Kathy B. Smith
**Reynolds Professor of Political Science and Latin-American Studies** Luis Roniger
**Worrell Professor of Anglo-American Studies** David Coates
**Professors** Katy J. Harriger, Charles H. Kennedy, Wei-chin Lee, Kathy B. Smith
**Zachary T. Smith Associate Professor** John J. Dinan
**Hultquist Junior Faculty Fellow and Associate Professor** Peter M. Siavelis
**Associate Professors** David P. Weinstein, Helga A. Welsh, Pia Wood
**Assistant Professors** Michaelle L. Browers, Pete Furia
**Adjunct Professor** Richard D. Sears
**Senior Lecturer** Yomi Durotoye
**Visiting Assistant Professors** Doug Casson, Bonnie Field, Mahendra Lawoti, Krista Wiegand

In its broadest conception, the aim of the study of political science is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of political science has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political theory, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in political science consists of thirty-one hours, of which, in all but exceptional cases, at least twenty-one hours must be completed at Wake Forest. Where students take political science courses abroad, they have to be in Wake Forest approved programs and/or must have been certified by the department chair. The required courses for the major include the following: (a) at least one non-seminar course in each of the four fields of political science listed above; (b) a course in political science methods (POL 280); and (c) one political science seminar course (POL 290) normally taken in the senior year.

No more than six hours may be taken toward the major from introductory courses (100-level courses). Majors may not take the introductory courses during their senior year. Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum GPA requirements of 3.0. No more than three hours for any one or any combination of the following courses may be counted toward the major: Political Science 287, 288, or 289. Transfer hours toward the major are awarded on an individual case-by-case basis at the discretion of the department chair. A minimum grade point average of 2.0 in all courses completed in political science at Wake Forest is required for graduation with the major.

The senior seminar provides an opportunity for majors to experience something comparable to a graduate seminar. As such, it is conducted more by discussion than by lecture and enables students to read and reflect upon advanced scholarly material. The seminar also offers students the opportunity in their final year to create a research paper of greater length and sophistication than is customary and to develop the research and writing skills appropriate to the task.

Students who write an outstanding seminar paper may be nominated for "Honors in Political Science" if they have a 3.3 overall grade point average and a 3.6 political science grade point average. In addition, the candidate's seminar paper must be defended before the departmental honors committee. For additional information department faculty members should be consulted.

Political science majors who minor in Latin-American studies also have the opportunity to pursue a five-year cooperative BA/MA degree program at Georgetown University in Washington, DC.

The minor in political science consists of eighteen hours. Fifteen of the hours must be taken at Wake Forest. No more than six hours may be taken toward the minor from introductory courses (100-level courses). Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum GPA requirements of 3.0. No more than three hours for any one or any combination of the following courses may be counted toward the minor: Political Science 287, 288, or 289. Twelve of the hours must be taken at Wake Forest. Transfer hours toward the minor are awarded on an individual case-by-case basis at the discretion of the chair. A minimum grade point average of 2.0 in all courses completed in political science at Wake Forest is required for graduation with the minor.

A student who selects political science to fulfill the Division IV requirement must take one of the following courses: Political Science 113, 114, 115, or 116. Students who are not majors in political science may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

### *American Politics*

**113. American Government and Politics.** (3h) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

**210. Topics in United States Politics and Policy.** (1h or 3h) An intensive study of one or more major problems in contemporary United States politics and policy.

**211. Political Parties, Voters, and Elections.** (3h) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

**212. U.S. Policymaking in the Twenty-first Century.** (3h) Examines the contemporary United States policymaking process. Special attention to ways issues become important and contributions of different political actors, institutions, and ideologies in the passage or rejection of policy proposals. Considers a range of social, economic, and regulatory policies.

**214. Business and Government in the United States.** (3h) Examination of the evolution of the relationship between business and government. Emphasis on contemporary public policies affecting and affected by business in some or all of the areas of labor relations, health care, economics, trade, telecommunications, campaign finance, and the environment.

**215. Citizen and Community.** (3h) An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. P—POI.

**216. U.S. Social Welfare Policy.** (3h) An analysis of U.S. social policymaking and policy outcomes on issues such as welfare, education, health care, and Social Security, with an emphasis on historical development and cross-national comparison.

**217. Politics and the Mass Media.** (3h) Exploration of the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events. Also listed as Journalism 277.

**218. Congress and Policymaking.** (3h) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

**219. Political Participation.** (3h) An examination of political participation in the United States, with emphasis on electoral and non-electoral avenues through which individuals and groups wield influence in politics and government, including voting, interest groups, and social movements.

**220. The American Presidency.** (3h) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

**221. State Politics.** (3h) An examination of institutions, processes, and policies at the state level, with emphasis on the different patterns of governance in the various states and the consequences of the recent revitalization of state governments.

**222. Urban Politics.** (3h) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis. (CD)

**223. Blacks in American Politics.** (3h) A survey of selected topics, including black political participation, political organizations, political leadership, and political issues. The course shows the relationship of these phenomena to American political institutions and processes as a whole.

**225. American Constitutional Law: Separation of Powers and the Federal System.** (3h) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.

**226. American Constitutional Law: Civil Liberties.** (3h) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to first-year students.

**227. Politics, Law, and Courts.** (3h) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

**229. Women and Politics.** (3h) The course examines classical and contemporary arguments regarding the participation of women in politics, as well as current policy issues and changes in women's political participation.

### *Comparative Politics*

**114. Comparative Government and Politics.** (3h) An analysis of political institutions, processes, and policy issues in selected countries. Case studies are drawn from Africa, Asia, Europe, and Latin America. (CD)

**231. Western European Politics.** (3h) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention is given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.

**232. Politics in Russia and Eastern Europe.** (3h) Analysis of the political, economic, and social patterns of the region, emphasizing the internal dynamics of the political and economic transition processes currently underway.

**233. The Politics of Modern Germany.** (3h) A study of the historical legacy, political behavior, and governmental institutions of contemporary Germany (newly unified Germany).

**234. United Kingdom Politics in a Global Age.** (3h) This course introduces the nature and content of contemporary United Kingdom politics by placing those politics in a wider analysis of United Kingdom history, society, and international positions. (CD)

**235. European Integration.** (3h) Combines different approaches to the study of Europe by examining European integration—as highlighted by the development of the European Union—through the lenses of history, politics, culture, and economics.

**236. Government and Politics in Latin America.** (3h) Comparative analysis of the institutions and processes of politics in the Latin American region. (CD)

**237. Comparative Public Policy in Selected Industrialized Democracies.** (3h) An analysis of public policy choices involving such matters as health care, education, environment, and immigration in Western Europe and the United States.

**238. Comparative Economic Development and Political Change.** (3h) An overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. The course is organized around case studies of industrialized democracies, evolving Communist systems and command economies, and "Third World" countries.

**239. State, Economy, and International Competitiveness.** (3h) This course introduces a range of important case studies of national economic performance and does so in such a manner as to illustrate the role of public policy in economic performance in a number of leading industrial economies (the United States, United Kingdom, Germany, Sweden, and Japan).

**242. Topics in Comparative Politics.** (1h or 3h) An intensive study of one or more major problems in contemporary comparative politics.

**244. Politics and Literature.** (3h) An examination of how literature can extend knowledge of politics and political systems. The course considers the insights of selected novelists.

**245. Ethnonationalism.** (3h) This course is concerned with the role of ethnicity in world politics. It focuses on both theoretical and substantive issues relating to: (a) the nature of ethnicity and ethnic group identity; (b) the sources of ethnic conflict; (c) the politics of ethnic conflict; (d) the policy management of ethnic conflict; and (e) international intervention in ethnic conflict.

**246. Politics and Policies in South Asia.** (3h) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka. (CD)

**247. Islam and Politics.** (3h) The course explores the interrelationship of Islam and politics in the contemporary world. The course has two main focuses. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others. (CD)

**248. Chinese Politics.** (3h) A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis is on group conflict, elites, ideology, as well as current policy changes in the process of modernization.

### *International Politics*

**116. International Politics.** (3h) A survey of the forces that shape relations among states and some of the major problems of contemporary international politics. (CD)

**252. Topics in International Politics.** (1h or 3h) An intensive study of one or more major problems of contemporary international politics.

**253. International Political Economy.** (3h) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights and democratization.

**254. U.S. Foreign Policy: Contemporary Issues.** (3h) An examination of the most pressing issues in United States foreign policy today, with attention to the historical and institutional context in which U.S. foreign policy is determined.

**255. Group Identity in International Relations.** (3h) Examines the impact on international politics of nationalism, supranationalism, and globalism, with attention to the origins of group identities and to contemporary trends.

**256. International Security.** (3h) Explores various theoretical approaches to security studies and contemporary security issues, with special attention to domestic variables, the use of force, strategic culture, weapons of mass destruction, the political economy of national security, and terrorism.

**257. Interamerican Relations.** (3h) Examines the history and contemporary challenges of relations among the nations of the Americas, including intervention and sovereignty, migration, drugs, economic relations, and contemporary foreign policy.

**259. The Arab-Israeli Conflict.** (3h) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states policies.

**260. United States and East Asia.** (3h) An analytical survey of United States interaction with East Asia, with special emphasis on the strategic security and the political economy of the region. (CD)

**261. International Law.** (3h) Analyzes major issues in public international law including sources of international law, state sovereignty, territorial jurisdiction, treaties, peaceful settlement of disputes, human rights, and the relationship between international law and domestic law.

**262. International Organizations.** (3h) A survey of the philosophy, principles, organizational structure, and decision-making procedures of international organizations. In addition to the United Nations system, this course analyzes various international organizations in issues such as collective security, trade, economic development, human rights protection, and the environment.

**263. U.S. Foreign Policy in the Middle East.** (3h) A critical analysis of U.S. foreign policy with respect to the Middle East since the second World War. This course utilizes a case study method of instruction.

**264. Moral Dilemmas in International Politics.** (3h) Examines moral dilemmas in international politics with reference to theories and cases. Topics include just war doctrine, responsibility of rich countries toward poor countries, exportability of capitalism and democracy, and legitimacy of humanitarian intervention.

**267. America in Vietnam: Myth and Reality.** (3h) An analysis of American policy toward Vietnam, with special emphasis on the period of 1954-75. Focus is on the relationship between American policies and the problems posed by Vietnamese and American cultures.

### *Political Theory*

**115. Political Theory.** (3h) Introduction to the central concepts (democracy, liberty, equality, and power) and ideologies (liberalism, conservatism, and socialism) as they have been formulated within some of the main schools of political thought.

**269. Topics in Political Theory.** (1h or 3h) An intensive study of one or more major topics in political theory.

**270. Ethics and Politics.** (3h) An investigation of the relationship between ethical reasoning and political theory. Representative philosophers include Hume, Kant, Nietzsche, Mill, Sidgwick, Green, Ayer, Hare, and McIntyre.

**271. Classical Political Thought.** (3h) Examination of the nature and goals of classical political theorizing, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers include Plato, Aristotle, and Cicero.

**272. Democratic Theory.** (3h) Examination of the theoretical underpinnings of democracy and some of the critiques of those foundations. Focus is on understanding some of the major theories of democracy and on how key democratic concepts are defined differently within these various traditions.

**273. Marx, Marxism and the Aftermath of Marxism.** (3h) An examination of Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of twentieth century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkeimer, Marcuse, and Sartre.

**274. Religion and Politics in Medieval Thought.** (3h) Investigation of the medieval encounter between philosophy and revealed religion (Islam, Judaism, and Christianity). Topics include the nature of political community and its role in cultivating virtue; relations between knowledge and power, and between politics and salvation; and the origins of modern ideas of law and freedom.

**275. American Political Thought.** (3h) An examination of the republican, civic humanistic tradition vs. the liberal, juridical tradition in American political thought from the Founding to the present. Readings from Locke, Sidney, the Federalists and anti-Federalists, Spencer, Dewey, Rawls, and Sandel.

**276. Modern Political Thought.** (3h) Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation and citizenship. Selected writings from, for example, Machiavelli, Locke, Rousseau, Mill, Marx, and Rawls.

**277. Feminist Political Thought.** (3h) Introduction to feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. (CD)

**279. Varieties of Philosophical Liberalism.** (3h) A study of twentieth-century philosophical liberalism such as libertarianism, utilitarianism, liberal utilitarianism, Kantian liberalism and communitarianism with special focus on rival conceptions of freedom and on utilitarianism and its critics.

### *Seminars and Additional Courses*

**280. Political Science Methods.** (3h) An overview of the methods currently prominent in studying politics. Special attention is given to the relationships between theory, method, and findings by focusing on the need to make empirical observation systematic. (QR)

**281. Forms of Orientalism.** (3h) The politics of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. Also listed as International Studies 220.

**287. Individual Study.** (2h or 3h) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI.

**288. Directed Reading.** (2h or 3h) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI.

**289. Internship in Politics.** (2h or 3h) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. P—POI.

**290. Senior Seminar in Political Science.** (4h) Readings and research on selected topics.

# Psychology (PSY)

**Chair** Mark R. Leary
**Wake Forest Professors** Deborah L. Best, Mark R. Leary
**Professors** Robert C. Beck, Terry D. Blumenthal, Dale Dagenbach, Charles L. Richman, Carol A. Shively
**Ollen R. Nalley Associate Professor** William W. Fleeson
**Associate Professors** Christy M. Buchanan, Batja Mesquita, James A. Schirillo, Catherine E. Seta, Cecilia H. Solano, Eric R. Stone
**Assistant Professors** R. Michael Furr, Janine M. Jennings, Karen L. Roper
**Adjunct Professors** Jay R. Kaplan, W. Jack Rejeski Jr., Frank B. Wood
**Adjunct Associate Professor** C. Drew Edwards
**Adjunct Assistant Professors** Phillip G. Batten, Max E. Levine, William W. Sloan Jr.
**Adjunct Instructor** Stephen W. Davis
**Visiting Assistant Professors** Janet Boseovski, Lori A. Sheppard, Alycia K. Silman

Psychology 151 is a prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 310, 311, 312, or special permission of the instructor is prerequisite for some 300-level courses. See individual course descriptions for specific information.

It is recommended that students who are considering psychology as a major take PSY 151 in their first year and PSY 311 no later than their junior year. Furthermore, students should take at least one course in addition to PSY 151 before taking PSY 311. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of thirty-five hours in psychology, including 151, 311, 312, 313, and 392. Students who have successfully completed 383 are not required to complete 392. In addition, the major student must complete at least one course from each of the following groups: Group A: 326, 331, 338 and 374; Group B: 320, 323, 329, and 333; and Group C: 341, 351, 355, 357, and 362. No more than forty-two hours in psychology may be counted toward the graduation requirements of 112 hours. No more than three hours of directed study (280) or independent research (282) may be counted toward the thirty-five hours required for the major; up to a maximum of five hours may be counted with more than thirty-five hours in the major.

No more than nine hours will be accepted for courses taken at other schools to be counted toward the major. Courses taken at community colleges or college courses taught on high school campuses are not be accepted for transfer credit. With the exception of Psychology 151, specific courses required for the major must be taken at Wake Forest. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

The minor in psychology requires fifteen hours in psychology including: 151; either 310 alone or both 311 and 312; and at least two of the following courses—241, 245, 255, 260, 268, 320, 323, 326, 329, 331, 333, 338, 362 and 374.

A minimum grade average of C on all courses attempted in psychology is required for graduation with either a major or minor in psychology.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the

student must complete satisfactorily a special sequence of courses (381, 383), pass an oral or written examination, and earn an overall GPA of 3.2 with an average of 3.5 on work in psychology. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted. (Students satisfactorily completing Psychology 383 are not required to complete Psychology 392.)

**100. Learning to Learn.** (3h) A workshop designed primarily for first- and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third- and fourth-year students by permission of the instructor only. *Pass/Fail only.*

**151. Introductory Psychology.** (3h) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

**239. Altered States of Consciousness.** (3h) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—PSY 151.

**241. Developmental Psychology.** (3h) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—PSY 151.

**245. Survey of Abnormal Behavior.** (3h) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—PSY 151.

**250. Psychology Abroad.** (3h) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in summer.* P—PSY 151.

**255. Personality.** (3h) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—PSY 151.

**260. Social Psychology.** (3h) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—PSY 151.

**265. Human Sexuality.** (3h) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—PSY 151.

**268. Industrial/Organization Psychology.** (3h) Psychological principles and methods applied to problems commonly encountered in business and industry. P—PSY 151.

**270. Topics in Psychology.** (1h) The student selects from among a group of short one-hour courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—PSY 151.

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|---|---|---|---|
| *270A* | *Child Development and Social Policy* | *270J* | *Memory* |
| *270B* | *Persuasion and Social Propaganda* | *270N* | *Liking and Loving Relationships* |
| *270C* | *Psychology and the Law* | *270P* | *Animal Flying Behavior* |
| *270E* | *Emotion* | *270R* | *Human Relations* |
| *270F* | *Social Psychology of Physical Activity* | *270S* | *Primate Cognition* |
| | | *270T* | *Psychology of Sport* |
| | | *270U* | *The Self and Social Behavior* |
| | | *270X* | *Psychobiology* |

*270G East Asian Psyche*
*270H Intelligence*
*270Y Women, Health, and Culture*
*270Z Primate Models of Human Disorder*

**280. Directed Study.** (1-3h) Student research performed under faculty supervision. P—PSY 151 and approval of faculty member prior to registration.

**282. Independent Research.** (1-3h) Independent reading or research conducted under faculty supervision. P—PSY 151 and approval of faculty member prior to registration. *Pass/Fail only.*

**310. Methods in Psychological Research.** (4h) An introduction to statistics and research design for students minoring in psychology. P—PSY 151 (QR)

**311, 312. Research Methods in Psychology.** (4h, 4h) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—PSY 151 (QR)

**313. History and Systems of Psychology.** (3h) The development of psychological thought and research from ancient Greece to the present. P—Two psychology courses beyond 151 or POI.

**315. Vienna Psychologists.** (3h) This course examines the roots of psychological theory in Vienna in the late nineteenth and early twentieth century. Focus is on how the thinking and practice of influential Viennese psychologists were affected by historical, political, and social contexts. Psychologists studied include Sigmund Freud, Adler, Fankl, Anna Freud, and Erikson.

**320. Physiological Psychology.** (3h) Neurophysiological and neuroanatomical explanations of behavior. P—PSY 310 or 311 or POI.

**322. Psychopharmacology.** (3h) A survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—PSY 151.

**323. Animal Behavior.** (3h) A survey of laboratory and field research on animal behavior. P—PSY 310 or 311 or POI.

**326. Learning Theory and Research.** (3h) Theory and current research in learning, with emphasis on applications of learning principles for behavior modification and comparisons across species. P—PSY 310 or 312. C—PSY 312.

**329. Perception.** (3h) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—PSY 310 or 312.

**331. Cognition.** (3h) Current theory and research in cognitive processes. Emphasis is on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—PSY 310 or 312. C—PSY 312.

**333. Motivation of Behavior.** (3h) Survey of basic motivational concepts and related evidence. P—Psychology 310 or 312. C—PSY 312.

**335. Fundamentals of Human Motivation.** (3h) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—PSY 151.

**338. Emotion.** (3h) Survey of theory methods and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given. P—PSY 310 or 311.

**341. Research in Developmental Psychology.** (3h) Methodological issues and selected research in developmental psychology. Research projects required. P—PSY 310 or 312. C—PSY 312.

**344. Abnormal Psychology.** (3h) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. P—PSY 151. *Offered in the summer.*

**346. Psychological Disorders of Childhood.** (3h) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis is on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—PSY 245 or 344 or POI.

**351. Personality Research.** (3h) The application of a variety of research procedures to the study of human personality. Research projects required. P—PSY 310 or 311.

**355. Research in Social Psychology.** (3h) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—PSY 310 or 311.

**357. Cross-Cultural Psychology.** (3h) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—PSY 310 or 311. (CD)

**359. Psychology of Gender.** (3h) An exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior. P—PSY 151. (CD)

**362. Psychological Testing.** (3h) An overview of the development and nature of psychological tests with applications to school counseling, business, and clinical practice. Students have the opportunity to take a variety of psychological tests. P—PSY 310 or 311.

**363. Survey of Clinical Psychology.** (3h) An overview of the field of clinical psychology. P—PSY 245 and senior standing or POI.

**364. Prejudice, Discrimination, Racism, and Heterosexism.** (3h) A comparison of various socio-cultural/ethnic/sexual groups' similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, racism, and heterosexism, with an emphasis on past and current trends in the United States. P—PSY 151 or POI. (CD)

**367. Effectiveness in Parent/Child Relations.** (3h) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—PSY 151.

**374. Judgment and Decision-Making.** (3h) A theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved. P—PSY 310 or 311.

**381. Honors Seminar.** (3h) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—PSY 311 and POI.

**383. Honors Research.** (3h) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—PSY 311 and POI.

**392. Contemporary Issues in Psychology.** (1.5h) Seminar treatment of current theory and research in several areas of psychology. Required for senior majors. P—PSY 311, P or C—PSY 312, and senior standing.

# Religion (REL)

**Chair** Stephen B. Boyd
**Albritton Professor of the Bible** Fred L. Horton Jr.
**Easley Professor of Religion** Stephen B. Boyd
**Professors** John E. Collins, Kenneth G. Hoglund, Charles A. Kimball
**Zachary T. Smith Associate Professor** Mary F. Foskett
**Associate Professors** James Ford, Simeon Ilesanmi
**Assistant Professors** Valerie C. Cooper, Elaine Swartzentruber
**Adjunct Professor** Bill J. Leonard
**Adjunct Associate Professor** Mark Jensen
**Visiting Assistant Professor** Lynn Neal

The study of religion is a way of organizing academic inquiry into how human beings and human cultures express and experience their religious needs, beliefs, and values. It involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. Using cross-cultural and interdisciplinary approaches, religious studies investigate and interpret systems of religious belief, the history of religious traditions, the function of religion in society, and forms of religious expression such as ritual, symbols, sacred narrative, scripture, practices, theological and philosophical reflection. Students of religion, whether adherents of a religion or of no religion, gain tools to understand, compare, and engage the phenomenon of religion and its role in human life and culture.

A major in religion requires a minimum of twenty-four hours, of which eighteen must be in courses above the 100-level. Students must take at least one upper level course in a non-Western tradition. A variety of courses in comparative religion, African religious traditions, Asian religious traditions and Islam will satisfy this requirement. Introduction to Religion (REL 101) does not fulfill this requirement.

**"Open Curriculum" Alternative:** Majors may request an "open curriculum" alternative to the normal requirements. A student with a particular thematic and/or research interest may propose a program of study to his or her adviser. The proposed curriculum under this option must be approved by the department's Undergraduate Committee.

A minor in religion requires fifteen hours, nine of which must be above the 100-level. As with majors, students for the minor also must take at least one course in a non-Western tradition as noted above. The department provides advisers for students pursuing a minor.

Highly qualified majors are encouraged to apply for admission to the honors program. Students who wish to pursue this option must apply to the department chair for admission to the honors program, normally by February of the junior year. Upon completion of all requirements, the candidate may graduate with "Honors in Religion." For additional information, consult any member of the department faculty.

**101. Introduction to Religion.** (3h) A study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor.

**102. Introduction to the Bible.** (3h) A study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor.

**103. Introduction to the Christian Tradition.** (3h) A study of Christian experience, thought, and practice. Focus varies with instructor.

**104. Introduction to Asian Religions.** (3h) A study of thought and practice within the major religious traditions of South and East Asia, generally including Hinduism, Buddhism, Islam, Confucianism, and Taoism. Focus may vary with instructor. (CD)

**210. Jerusalem in History and Tradition.** (3h) An examination of the ways meaning and religious significance have been imparted to Jerusalem far beyond its significance in world history.

**218. Seminar in the Mediterranean World.** (3h) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

**261. Foundations of Traditional Judaism.** (1.5h) A study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and midrash.

**262. Contemporary Judaism.** (1.5h) A survey of Judaism today, including influences of the Enlightenment, Hasidism, Zionism, the Holocaust, and feminism.

**263. Contemporary Catholicism.** (1.5h) An introduction to recent thought and practice in the Roman Catholic Church.

**265. Culture and Religion in Contemporary Native America.** (3h) An interdisciplinary survey of American Indian culture, including the arts and literature, religions, and historical changes. Special emphasis is placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as Humanities 285. (CD)

**266. Religious Sects and Cults.** (3h) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.

**273. World Religions in Dialogue.** (3h) A team-taught course exploring issues and problems that arise from the interaction between religion, society, and culture worldwide. The choice of themes and religious traditions may vary in accordance with the instructors' areas of specialization and expertise.

**277. Faith and Imagination.** (3h) A study of modern writers, including C. S. Lewis and J. R. R. Tolkien, who seek to retell the Christian story in imaginative terms.

**282. Honors in Religion.** (3h) A conference course including directed reading and the writing of a research project.

**285. Seminar in Early Christian Studies.** (3h) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It explores, from various points of view, the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions, and philosophies. May be repeated for credit. Also listed as Classical Languages 285.

**286, 287. Directed Reading.** (1-3h, 1-3h) A project in an area of study not otherwise available in the department. P—POI.

**300. Approaches to the Study of Religion.** (3h) This course explores the history of and methodological resources for the study of religion. The focus may vary somewhat according to the instructor, but the overall focus is on the ways religion has been defined, studied, and interpreted over the last several centuries.

**301. Myth.** (3h) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

**302. Mysticism.** (3h) A study of mysticism from a multireligious perspective, with emphasis on the psychological and sociological aspects of the phenomenon.

**303. Religion and Science.** (3h) An examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought, with an emphasis on the issues raised by the contemporary dialogue.

**308. Sacred Scripture in the Traditions of Abraham.** (3h) A comparative study of sacred texts in Judaism, Christianity, and Islam with particular attention to the issues of authority, function and interpretation.

**310. The Prophetic Literature.** (3h) An examination of the development and theological contents of the literary products of Israel's prophetic movement.

**311. The Psalms.** (1.5h, 3h) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for 1.5 hours and is a prerequisite for the second half.)

**312. The Critical Study of the Pentateuch.** (3h) A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

**313. Near Eastern Archeology.** (3h) A survey of twentieth century archeology in the Near East with attention to its importance for Biblical studies.

**314. Ancient Israel and Her Neighbors.** (1.5h) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.

**315, 316. Field Research in Biblical Archeology.** (3h, 3h) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

**317. Wisdom Literature.** (3h) An examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.

**318. Feminist and Contemporary Interpretations of the New Testament.** (3h) A study of feminist and contemporary approaches to the New Testament in light of the history of New Testament interpretation and a range of contemporary concerns and interpretive contexts.

**319. Visions of the End: Jewish and Christian Apocalyptic.** (3h) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.

**320. The Search for Jesus.** (3h) A study of issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.

**321. Introduction to the New Testament.** (3h) An intensive introduction to the literature of the canonical New Testament along with methodologies for its study.

**322. The General Epistles.** (3h) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the Early Church.

**323. The Parables of Jesus.** (3h) An examination of the historical, social, cultural, and theological significance of the parables of Jesus as recorded in the synoptic gospels.

**324. Early Christian Literature.** (3h) An examination of various literatures and perspectives of the first three centuries of the Christian movement.

**325. Theology and Contemporary Literature.** (3h) An exploration of religious themes in a variety of contemporary literature such as Salinger, Walker and Silko with attention given to the intersections and differences between theological and literary writing.

**326. Early Christian Theologians: Paul.** (3h) An introduction to the Pauline interpretation of Christianity and its place in the life of the early church.

**327. The Story of Jesus.** (3h) Reading, critical study, and interpretation of one of the canonical Gospels.

**330. Comparative Religious Ethics.** (3h) A comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.

**331. Christian Ethics and Social Justice.** (3h) An inquiry from a Christian perspective into different theoretical and practical responses to issues of justice in society.

**335. Religious Ethics and the Problem of War.** (3h) An examination of the causes and characteristics of war, various religious responses to it, and approaches to peacemaking, with attention to selected contemporary issues.

**336. Religious Traditions and Human Rights.** (3h) A study of relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.

**338. Religion, Ethics, and Politics.** (3h) An examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.

**339. Religion, Society, and Power in Africa.** (3h) An interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes. (CD)

**340. Men's Studies and Religion.** (3h) An examination of the ways in which masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and have been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics.

**341. Civil Rights and Black Consciousness Movements.** (3h) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Also listed as History 376. (CD)

**345. The African-American Religious Experience.** (3h) An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements. (CD)

**346. Pentecostalism in Global Perspective.** (3h) An examination of the history, theology, and practices of Pentecostalism, the fastest growing Christian movement worldwide. The study focuses on origins among poor whites and recently freed African Americans, and the expansion in South America, Asia, and Africa.

**347. The Emerging Church in the Two-Thirds World.** (3h) An investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities. (CD)

**348. Reconciling Race.** (3h) Comparative history of twentieth-century racial oppression, black rebellion, and religious reconciliation. Also listed as History 378. (CD)

**350. Psychology of Religion.** (3h) An examination of the psychological elements in the origin, development, and expression of religious experience.

**351. Religion and Society.** (3h) A study of religion as a social phenomenon and its relationship to political, economic, and other structures of society. Also listed as Sociology 301.

**354. Religious Development of the Individual.** (3h) A study of growth and development from infancy through adulthood, with emphasis on the role of the home and the church in religious education.

**355. Theology of Pastoral Care and Counseling.** (3h) A study of the relationship between theology and the purpose, theories, and methods of pastoral care.

**359. Hinduism in America.** (3h) A study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America.

**360. World Religions.** (3h) An examination of the ideas and practices of major religious traditions in their historical and cultural contexts. Focus varies with instructor. (CD)

**361. The Buddhist World of Thought and Practice.** (3h) A survey of the development of Buddhism from India to Southeast Asia, China, Tibet, Japan, and the West, focusing on the transformation of Buddhist teachings and practices in these different social and cultural contexts. (CD)

**362. Islam.** (3h) An examination of the origins and development of Islam. Particular attention is given to the formation of Islamic faith and practice, as well as contemporary manifestations of Islam in Asia, Africa, and North America.

**363. The Religions of Japan.** (3h) A study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism. (CD)

**364. Conceptions of the Afterlife.** (3h) An examination of the variety of answers given to the question: "What happens after death?" Particular attention is given to the views of Jews, Christians, Muslims, Hindus, and Buddhists and the ways their views relate to life in this world.

**365. History of Religions in America.** (3h) A study of American religions from colonial times until the present.

**366. Gender and Religion.** (3h) An examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.

**367. The Mystics of the Church.** (3h) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

**368. Protestant and Catholic Reformations.** (3h) A study of the origin and development of Reformation theology and ecclesiology.

**369. Radical Christian Movements.** (3h) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.

**370. Women and Christianity.** (3h) A study of the roles and contributions of women within Christian traditions throughout history and analysis of the mechanisms of their oppression and liberation within those traditions.

**371. Theology and Sexual Embodiment.** (3h) A survey of theological responses to human sexuality with special emphasis on contemporary issues.

**372. History of Christian Thought.** (3h) A study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern Christian figures.

**373. Cinema and the Sacred.** (3h) An investigation of select theological and religious themes in contemporary film.

**374. Contemporary Christian Thought.** (3h) An examination of the major issues and personalities in modern theology.

**376. Christian Literary Classics.** (3h) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

**377. The Problem of Evil from Job to Shakespeare.** (3h) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

**379. Feminist and Liberation Theologies.** (3h) An exploration of social, political, and religious contexts that have given rise to contemporary theological understandings of salvation as freedom from conditions of oppression, poverty and exploitation.

**380. The Main Streams of Chinese Philosophy and Religion.** (3h) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daosim (Taolism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. Also listed as Philosophy 253.

**381. Zen Buddhism.** (3h) An examination of the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Particular attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition.

**382. Religion and Culture in China.** (3h) A thematic study of Chinese religious culture focusing on history, ritual, scripture, and popular practice. Additional topics include cosmology, ancestor veneration, shamanism, divination, and the role of women. (CD)

**383. The Quran.** (3h) An introduction to the history, content, and main approaches to the sacred book of Islam. The primary focus is on the early centuries of Islam and major developments in the twentieth and twenty-first centuries.

**384. Muhammad: Prophet and Paradigm.** (3h) An exploration of the issues, assumptions, evidence, and debates that frame the various ways Muslims and non-Muslims understand the prophet of Islam.

**390. Special Topics in Religion.** (1.5h-3h) Religion courses dealing with topics of special interest.

**395. Seminar in Jewish-Christian Relations.** (3h) Study of Jewish-Christian relations in historical, social, political, and religious context. Focus varies with instructor.

### *Near Eastern Languages and Literature (NLL)*

**111, 112. Elementary Hebrew.** (3h, 3h) A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts. Both semesters must be completed.

111M. **Elementary Arabic in an Immersion Setting.** (6h) A five-week introduction to Modern Standard Arabic. *Taught during the summer in Fez, Morocco.*

113M. **Colloquial Moroccan Arabic in an Immersion Setting.** (3h) A five-week course taught during the summer in Fez, Morocco. Presents the rudiments of the spoken dialect with an emphasis on developing the necessary structures for everyday interactions with native speakers. Can be taught with or without recourse to the Arabic script depending on student interest. Students wishing to register must complete an application early in the preceding spring semester in the Center for International Studies and must be admitted to the course.

153. **Intermediate Hebrew.** (3h) Intensive work in Hebrew grammar and syntax. Based upon the reading of selected texts. Readings emphasize post-biblical Hebrew. P—Hebrew 111, 112 or the equivalent.

211. **Hebrew Literature.** (3h) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. **Hebrew Literature II.** (3h) The reading and discussion of significant Biblical and post-Biblical texts. P—Hebrew 153. *On request.*

301. **Introduction to Semitic Languages.** (3h) A comparative study of the history and structure of the languages of the Semitic family. *On request.*

302. **Akkadian I.** (3h) An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of Semitic languages. *On request.*

303. **Akkadian II.** (3h) A continuation of Akkadian I (NLL 302) with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On request.*

310. **Intermediate Readings in Classical Hebrew.** (1h) Analysis of selected texts designed to expand the student's facility with Hebrew. May be repeated for credit.

311. **Aramaic.** (3h) The principles of Aramaic morphology, grammar, and syntax based on readings from the Bible and other ancient Near Eastern texts. P—NLL 112 or POI. *On request.*

314. **Readings from the Rabbis.** (3h) Texts in Hebrew and Aramaic from the Talmud and Midrash. P—NLL 311 or POI. *On request.*

315. **Syriac.** (3h) A study of the grammar, syntax, and scripts of Syriac based on the reading of selected texts. P—NLL 311 or POI. *On request.*

321, 322. **Introduction to Middle Egyptian I & II.** (3h, 3h) The phonology, morphology, and grammar of Middle Egyptian. *On request.*

325. **Coptic.** (3h) The phonology, morphology, and grammar of Sahidic Coptic with special emphasis on the texts from Nag Hammadi. Some knowledge of Greek is helpful. *On request.*

# Romance Languages

**Chair** Wake Forest Professor Candelas S. Gala
**Professors** Milorad Margitic´, Antonio C. Vitti, Byron R. Wells, M. Stanley Whitley
**Associate Professors** Jane W. Albrecht, Sarah E. Barbour, Mary L. Friedman, Linda S. Howe, Judy K. Kem, Soledad Miguel-Prendes, Stephen Murphy, María Teresa Sanhueza
**Assistant Professors** Margaret Ewalt, J. Michael Fulton, Ola Furmanek, Luis González, Anne E. Hardcastle, Kathryn Mayers, Roberta Morosini, Kendall B. Tarte
**Visiting Assistant Professor** Ana León-Távora
**Lecturers** Elizabeth Mazza Anthony, Corrado Corradini, Jesús Pico-Argel
**Instructors** Jorge Avilés-Diz, Justin Bennett, Celia Garzón-Arrabal, Renée Gutiérrez, Véronique M. McNelly, Jenny Puckett, Maria Dolores Santamaria, Encarna Turner, Elisabeth d'Empaire Wilbert, Jennifer Wooten, Itzá Zavala Garrett

The department offers programs leading to majors in French and Spanish, minors in French, Italian, and Spanish, and certificates in Spanish and French for Business, and in Spanish translation and Spanish interpreting. The requirements for completion of each degree program are those in effect in the bulletin year when the declaration of the major, minor, and certificate occurs.

The major in French Studies requires a minimum of nine three-hour French courses numbered above 213. French 215, 216, 219, 370, one of the genre courses (363, 364, or 365), and four other courses are required. Students are advised and encouraged to take related courses in other areas of the University curriculum, such as History 317, 321, and 322, and Humanities 222. Students must achieve at least a C grade in each course in the major. In order to count for the major, 219 must be taken at Wake Forest. Credit towards the major cannot be received for both 220 and 2202.

The minor in French Studies requires a minimum of six three-hour French courses numbered above 213. French 215, 216, 219, and three other courses are required. With departmental approval, equivalent courses may be selected from the Dijon program, and certain other substitutions may be made. In order to count for the minor, 219 must be taken at Wake Forest. Credit towards the major cannot be received for both 220 and 2202.

The major in Spanish requires a minimum of nine three-hour Spanish courses numbered above 213. Spanish 217, 218, 219 or 2199, plus three advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, and three electives are required. Students must achieve at least a C grade in each course in the major. In order to count for the major, 219 must be taken at Wake Forest or as 2199 in Salamanca.

The minor in Spanish requires a minimum of six three-hour courses in Spanish numbered above 213. Spanish 217, 218, 219 and one advanced course in literature are required. With departmental approval, equivalent courses may be selected from the programs in Salamanca, Burgos, or Havana, and certain other substitutions may be made.

The minor in Italian language and culture requires fifteen hours in Italian above Italian 153. It includes Italian 215, 216, 219, 220, and 224 or their equivalents. Students must achieve at least a C grade in each course in the minor.

Certificate in Spanish for Business requires twelve hours above Spanish 219. It includes Spanish 329, 330, 381, 382, and any course above Spanish 213 (excluding 219) in any area of Hispanic literature or culture.

Certificate in Spanish Translation/Localization (STL) teaches strategies of Spanish into English translation and introduces students to various software language applications; includes an internship in a professional translation environment (384). Hours: 13-15. Requirements include Spanish 380 and 381, Linguistics 383, and either Spanish 329 or 382.

Certificate in Spanish Interpreting (SI) teaches strategies for different types of Spanish/English interpreting; includes an internship (384). Hours: 10-12. Requirements include one literature course above Spanish 213, 382, 384, and any one of the following: Spanish 329 or 380 or 381, or Linguistics 383.

Certificate in French for Business requires twelve hours above French 219. It includes French 221, 329, 330, and one additional course in French.

All majors, minors, and certificate students are strongly urged to take advantage of the department's study abroad programs.

The honors designation in Romance languages is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the Romance language faculty are invited to participate in the honors program.

The honors program requires completion of 390 (Directed Reading, 1 hour) and 391 (Directed Research, 3 hours). Coursework in 390 during the fall semester includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis. Coursework for 391 during the spring semester consists of writing the thesis following a schedule established by the director and the student. At the end of spring semester, the honors student defends the thesis orally to appropriate faculty for final approval.

### *Intensive Summer Language Institute (ISLI)*

Purpose: ISLI is a language immersion program. It offers a curriculum that enables students to achieve the necessary proficiencies in the Spanish language at the beginning-intermediate level and be better prepared to perform in subsequent courses in which they may enroll.

**Intensive Summer Language Institute (ISLI) on the Wake Forest Campus.** ISLI on campus offers Spanish 153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (8h). This is an accelerated five-week course in an immersion setting that is offered in the first and second summer terms. Class size is reduced for individualized instruction. Requirements include daily classes, six hours per day; one-hour daily lunches with instructors in the target language; two-hour extra curricular activities two evenings per week; two Saturday mornings; housing in the language designated residence hall (optional); pledge to speak the target language.

**Intensive Summer Language Institute (ISLI) in Italy.** (8h) Wake Forest conducts a six-week immersion program in elementary or intermediate Italian during a special summer term, five weeks in Casa Artom in Venice and one week in another Italian location. Students enroll in either Italian 113V or 153V.

Intensive Summer Language Institute (ISLI) in Latin America. (8h) Wake Forest conducts a six-week immersion program in elementary or intermediate Spanish during a special summer term, either at the Instituto Tecnológico de Estudios Superiores de Monterrey en Querétaro Mexico or at the Pontificia Universidad Católica del Ecuador in Quito, Ecuador. Students stay with Mexican or Ecuadorian families and enroll in either Spanish 113Q or 153Q.

Information on courses offered as part of the Intensive Summer Language Institute is included in the course listings.

### *French (FRH)*

**111, 112. Elementary French.** (3h, 3h) A two-semester sequence designed to help students develop the ability to understand and speak French and also learn to read and write French at the elementary level. Labs required.

**113. Intensive Elementary French.** (4h) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

**113F. Intensive Elementary French in an Immersion Setting.** (8h) A six-week intensive course designed for students with a maximum of one semester of previous study in French, taught during the summer in France or a francophone country. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and must be admitted to the course. Credit is not given for both French 113F and 112.

**153. Intermediate French.** (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts in French 213. Note that 153 and other 153 marked courses (154, 153F) are mutually exclusive. P—FRH 111-112, or 113, or placement. Labs required.

**153F. Intermediate French in an Immersion Setting.** (6h) A five-week course in French, taught during the summer in France or a francophone country. Covers the language and cultures of the francophone world. No student may receive credit for both 153 and 153F. Students wishing to register must complete an application for the summer study-abroad program to be admitted. P—FRH 112, 113 or POI.

**154. Accelerated Intermediate French.** (3h) An intensive, intermediate-level course intended for students with a stronger background than required of 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare them for oral and written discussion of literary texts in French 213. Labs required. P—POI or placement.

**196. French Across the Curriculum.** (1.5h) Coursework in French done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or *Pass/Fail*. P—POI.

**197. French for Reading Knowledge.** (1.5) Review of essential French grammar usage, vocabulary and processing strategies for reading types of literary, social science, and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language, and aimed at preparing students to take the graduate

reading exam administered at the end of the course. P—Intermediate French, or its equivalent, and placement exam. Undergraduate credit given. *Offered only in the first half of the semester. Pass/Fail only.*

**198. Internship in French Language.** (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. P—FRH 219 or POI. *Pass/Fail only.*

**213. Introduction to French Literature.** (3h) Analysis and discussion of selected readings in French and francophone literature. Parallel reading and reports. Does not count toward the major or the minor. P—FRH 153 or equivalent.

**213H. Introduction to French Literature (Honors).** (3h) In the honors section of Introduction to French Literature, texts covered are much the same as those presented in other French 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Benefits include smaller class size and more opportunity for student involvement. Intended for students with a good background in French (shown, for example, by a 3, 4, or 5 on the AP French Language Exam, by a high Wake Forest placement exam score, or by completion of French 154). P—FRH 153 and POI.

**215. Introduction to French Studies.** (3h) An orientation in French and francophone cultures through their historical development and their various forms. Includes the study of literary, historical, and social texts, and possibly films, art, and music. Required for major. (A student taking 2152 as part of the Dijon program would receive credit for this course. Please see the description of the Dijon program for details.) (CD)

**216. Studies in French Literature and Culture.** (3h) Study of the ways in which various aspects of French culture appear in different literary genres over certain periods of time. Emphasis is placed on reading and discussion of selected representative texts. Topics vary from section to section. May be repeated for credit when topics vary. Required for major. P—FRH 213 or POI. (CD)

**217F. Conversation, Culture, and Literature.** (8h) A six-week course taught in the summer in France or a francophone country. Includes both language study and literary texts. No student may receive credit for both 217F and for 220 or 216. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and must be admitted to the course. P—FRH 213 or equivalent.

**219. Composition and Review of Grammar.** (4h) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—FRH 153 or equivalent.

**220. French Conversation.** (3h) A language course based on cultural materials. Designed to perfect students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing their command of specific grammatical points. Short written works are assigned. Includes a regularly scheduled language lab one hour per week. P—FRH 153 or equivalent.

**221. Introduction to Translation.** (3h) Introduction to translation strategies through theory and practice. Emphasis is on translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns. P—FRH 219 or POI.

**222. French Phonetics.** (3h) A study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis.

**281. French Independent Study.** (1.5-3h) P—Permission of the department.

**319. Advanced Grammar and Stylistics.** (3h) Review and application of grammatical structures for the refinement of writing techniques. Emphasis is on the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language. P—FRH 219 or equivalent or POI Graduate-level students conduct and present in-depth research projects.

**329. Introduction to Business French.** (3h) An introduction to the use of French in business. This course emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas. P—FRH 219 or POI.

**330. Advanced Business French.** (3h) Development of advanced skills in French for business. Emphasis is placed on oral and written business presentations, reading comprehension of case studies related to the French business world, and cross-cultural awareness. P—FRH 329 or POI.

**360. Cinema and Society.** (3h) A study of French and francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history. P—FRH 215 or POI. (CD)

**363. Trends in French Poetry.** (3h) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—FRH 215 or POI.

**364. French Prose Fiction.** (3h) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—FRH 215 or POI.

**365. French Drama.** (3h) A study of the chief trends in French dramatic art, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others. P—FRH 215 or POI.

**370. Seminar in French Studies.** (3h) An in-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Topics vary from semester to semester. Required for major. Graduate-level students conduct and present in-depth research projects. Can be repeated for credit. P—FRH 215 or POI. (CD)

**375. Special Topics.** (1.5h or 3h) Selected themes and approaches to French literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit. P—FRH 215 or POI.

**390. Directed Reading.** (1.5h) Required for honors in French.

**391. Directed Research.** (3h) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

*Semester in France*

The department sponsors a semester in Dijon, France, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

Majors in all disciplines are eligible. Juniors are given preference, but well-qualified sophomores are also considered. Applicants should have completed the basic foreign language requirement (French 213 or equivalent), or should do so before going to Dijon. They are encouraged—but not required—to take one course or more above the level, preferably French 219 (Composition and Review of Grammar).

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

**2152. Studies in French Language and Culture.** (6h) Familiarization with the language and culture of France and its people. Courses in conversational and idiomatic French, practice in writing, participation in French family life, lectures on selected topics, and excursions to points of historical and cultural significance. Satisfies French 215 requirement for major or minor.

**2202. Advanced Oral and Written French.** (3h) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

**2232. Contemporary France.** (3h) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

**2402. Independent Study.** (1.5-3h) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

**2742. Special Topics in French Literature.** (1.5h) Selected topics in French literature; topics vary from year to year.

**Art 2712. Studies in French Art.** (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. Counts for the major in French studies.

*Italian (ITA)*

**111, 112. Elementary Italian.** (3h, 3h) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. These two courses count for students in the Venice program.

**113. Intensive Elementary Italian.** (4h) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language minors. Credit not given for both ITA 113 and ITA 111 or 112. Lab required. Lecture. By placement or faculty recommendation. *Offered every semester.*

**113V. Intensive Elementary Italian in an Immersion Setting.** (8h) A six-week intensive course in Italian taught during the summer in Venice, Italy, designed for students with a maximum of one semester of previous study in Italian. Covers language and culture. Students wishing to register must complete an application early in the spring semester in the Department of

Romance Languages and be admitted to the course. Credit not given for both ITA 113V and ITA 112.

**153. Intermediate Italian.** (4h) Continuation of 113, with emphasis on speaking, developing students' reading, writing skills and preparing them for oral and written discussion of literary texts in ITA 215. Lab required. P—ITA 113.

**154. Intermediate Italian.** (3h) An intermediate-level course intended for students who have taken the 111-112 sequence. It offers the opportunity to develop further their reading, writing and conversation skills and prepare for oral and written discussion of literary texts in ITA 215. Lab required. P—ITA 111-112.

**196. Italian Across the Curriculum.** (1.5h) Coursework in Italian done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or *Pass/Fail.* P—POI.

**197. Italian for Reading Knowledge.** (1.5h) Review of essential Italian grammar, usage, vocabulary, and processing strategies for reading various types of literary, social science, and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. P—Intermediate Italian or equivalent and placement exam. *Offered in the first half of the semester.*

**215. Introduction to Italian Literature.** (3h) Reading of selected texts in Italian. P—ITA 153 or equivalent. *Also offered in Venice.*

**216. Literary and Cultural Studies of Italy.** (3h) Study of selected texts, cultural trends, and intellectual movements. Intended for students interested in continuing Italian beyond the basic requirements. P—ITA 215 or POI.

**219. Grammar and Composition.** (4h) Review of the basics of structure and vocabulary; detailed examination of syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources; and free composition. P—ITA 215 or 216 or equivalent.

**220. Advanced Conversation and Composition.** (3h) Practice in speaking and writing Italian, stressing correctness of sentence structure, and emphasis on phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—ITA 215 or 216.

**224. Italian Regional Cultures.** (3h) The course focuses on different aspects of regional cultures in Italy. Emphasis is placed on local lifestyles, literatures, and cinematography. Regional cultures and historic background are analyzed and compared through class demonstrations and cultural artifacts. P—ITA 216 or POI.

**281. Italian Independent Study.** (1.5-3h) P—Permission of department.

**325. Italian Neorealism in Films and Novels.** (3h) This course is designed to provide the students with an understanding of the history, philosophy, politics, artistic movements and civic renaissance of postwar Italian life. By discussing the most important films, novels, short stories, essays, poetry and discussions of the time, the students discovers and learns about Neorealism. P—ITA 216 or POI.

**326. Comedy in Italian Cinema.** (3h) A study of modern Italian society through the analysis of films from the 1950s to the present. *Taught in Italian.* P—ITA 216 or POI.

**327. Modern Italian Cinema.** (3h) A study of the major developments of modern Italian cinema. Full-length feature films by Federico Fellini, Ettore Scola, Pier Paolo Pasolini, Bernardo Bertolucci, Marco Bellocchio, Gianni Amelio, Nanni Moretti, Gabriele Moretti Salvatores, Guiseppe Tornatore, Massimo Troisi, Roberto Benigni, and other Italian filmmakers are studied and discussed from different perspectives. P—ITA 216 or POI.

**328. Dante's Divine Comedy.** (3h) An introduction to Italian medieval literature and culture through a selected, critical reading of Dante's masterpiece and other medieval texts. This course introduces students to the intellectual and social context of the Italian Middle Ages by relating the texts to the cultural, political, social, and philosophical concerns of the period. P—ITA 216 or POI.

**329. Introduction to Renaissance Literature and Culture.** (3h) An examination of the culture of the Italian Renaissance. Topics include the ideal of the artist, the ideal of the courtier, the epic genre, the political debates in Florence, the figure of the artist/scientist Leonardo da Vinci, the figure of the navigator, and daily life in Italian cities studied from different social classes and perspectives. P—ITA 216 or POI.

**330. Cinematic Adaptation and Literary Inspiration.** (3h) Students examine cinematic adaptations of literary works by reading closely the literary texts and viewing their visual counterparts. Students investigate the strategies of adaptation, as well as the criteria by which films based on novels can be evaluated as works of art in their own right. P—ITA 216 or POI.

**375. Special Topics.** (3h) Selected special topics in Italian literature. P—ITA 216 or POI.

### *Semester in Venice*

**1533. Intermediate Italian.** (3h) Intensive exposure to speaking, listening, reading and writing at the intermediate level with special emphasis on the surrounding Venetian culture. Counts as equivalent to Italian 153. P—ITA 113 or 111-112 sequence. *Only taught in Venice.*

**2173. Studies of Italy.** (3h) A survey course on Italian literature from authors from the various regions of Italy and on special cultural themes such as Italian immigration and new immigrations in Italy to give to students in Venice a deeper and broader understanding of Italian cultural complexity. P—ITA 215 or 216 or POI. *Only taught in Venice.*

*See the course listings under Italian for descriptions and prerequisites.*

### *Spanish (SPA)*

**111-112. Elementary Spanish.** (3h, 3h) A two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. Labs required.

**113. Intensive Elementary Spanish.** (4h) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

**113Q. Intensive Elementary Spanish in an Immersion Setting.** (5h) A six-week intensive course in Spanish, taught during the summer in Quito, Ecuador, or Querétaro, Mexico.

Designed for students with a maximum of one semester of previous study in Spanish. Covers the language and cultures of the Spanish-speaking world. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course. Credit not given for both Spanish 113Q and 112.

**153. Intermediate Spanish.** (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts in Spanish 213. Note that 153 and other intermediate courses (154, 153Q) are mutually exclusive. P—SPA 111-112, or 113, or placement. Labs required.

**153Q. Intensive Intermediate Spanish in an Immersion Setting.** (5h) A six-week intensive course in Spanish, taught during the summer in Quito, Ecuador, or Querétaro, Mexico. Classes meet five hours a day and cover speaking, listening, reading, writing and the cultures of the Spanish-speaking world. Special activities include day-trips to sites of cultural interest. P—SPA 112, 113 or two or three years of high school Spanish. No student may receive credit for both 153 and 153Q. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course.

**153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting.** (8h) An intensive course designed to enable students to achieve proficiency in Spanish language at the beginning-intermediate level developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts. P—SPA 111 (112 strongly recommended) or POI. *Offered only in the summer.* (ISLI)

**154. Accelerated Intermediate Spanish.** (3h) An intensive, intermediate-level course intended for students with a stronger background than 153 students. Offers the opportunity to develop further reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in Spanish 213. Labs required. P—POI or placement.

**196. Spanish Across the Curriculum.** (1.5h) Coursework in Spanish done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or *Pass/Fail.* P—POI.

**196B. Spanish Across the Business/Economics Curriculum.** (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in business and economics curriculum. P—POI.

**196C. Spanish Across the Sciences Curriculum.** (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in the sciences and medical curriculum. P—POI.

**197. Spanish for Reading Knowledge.** (1.5h) Review of essential Spanish grammar, usage, vocabulary and processing strategies for reading various types of literary, social science and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language, and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. P—Intermediate Spanish or its equivalent, and placement exam. *Offered in the first half of the semester. Pass/Fail only.*

**198. Internship in Spanish Language.** (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with a service commitment or internship in a

Spanish-speaking country. Includes, but is not limited to: vocabulary building, keeping a journal, and reading professional material. P—SPA 219 or POI. *Pass/Fail only.*

**212Q. Mexican Culture.** (3h) Introduction to Mexico's multi-ethnic society focusing on the legacies of indigenous civilizations, Spanish colonialism, the Mexican Revolution, and Mexico's relationship to the United States. Mexican art, music, and politics is presented in an historical context. Does not count for the major or the minor.

**213. Introduction to Hispanic Literature.** (3h) Analysis and discussion of selected readings in Spanish and Spanish-American literature. Does not count toward the major or the minor. P—SPA 153 or equivalent.

**213H. Introduction to Hispanic Literature (Honors).** (3h) In the honors section of Introduction to Hispanic Literature, texts covered are much the same as those presented in other Spanish 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Benefits include smaller class size and more opportunity for student involvement. Intended for students with a good background in Spanish (shown, for example, by a 3, 4, or 5 on the AP Spanish Language Exam, a high Wake Forest placement exam score, or by completion of 154). P—SPA 153 and POI.

**213Q. Intensive Introduction to Hispanic Literature in an Immersion Setting.** (3h) Analysis and discussion of selected readings in Spanish and Spanish-American literature. Does not count toward the major or minor. P—SPA 153 or equivalent.

**217. Literary and Cultural Studies of Spain.** (3h) A study of the cultural pluralism of Spain through selected literary and artistic works to promote understanding of Spain's historical development. P—SPA 213 or POI. (CD)

**218. Literary and Cultural Studies of Spanish America.** (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Special emphasis is placed on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. P—SPA 213 or POI. (CD)

**219. Grammar and Composition.** (4h) A systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. P—SPA 213 or equivalent.

**220. Spanish Conversation.** (3h) A language course based on cultural material intended to increase students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing their command of specific grammatical points. Counts toward the major. P—SPA 213 or equivalent.

**221. Creative Writing in Spanish.** (1.5h) A course designed to enable students to produce original pieces of writing in Spanish through the study of fictional and critical readings, discussions, and writing workshops. Genre-specific selected topics may include short story, poetry, or dramatic writing workshops. Does not count towards the major or minor. P—SPA 219 or POI.

**228. Spanish for the Professions.** (1.5h or 3h) Spanish usage of a selected professional area. Emphasis on communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from

following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—SPA 219, 220, and POI.

**281. Spanish Independent Study.** (1.5h) P—POI.

**319. Advanced Grammar and Composition.** (3h) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques. P—SPA 219 or POI.

**320. Advanced Conversation.** (3h) Intensive immersion in the situations and skills of advanced and superior levels of oral proficiency. P—SPA 219 and 220 or POI.

**321. The Rise of Spanish.** (3h) The development of Spanish from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system, with a special focus on the effects of a cultural history and relationships with other languages. P—SPA 219 and 220 or POI.

**322. Spanish Pronunciation and Dialect Variation.** (3h) Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. This course meets a N.C. requirement for teacher certification. P—SPA 220 or POI.

**323. Topics in Hispanic Civilization.** (3h) Exploration of themes and trends in Hispanic society and culture, such as cross-national questions, and the exile experience. P—POI.

**329. Introduction to Spanish for Business.** (3h) Introduction to Spanish vocabulary and discourse in business. This course emphasizes oral and written practices, reading and Hispanic business culture, as well as a comprehensive analysis of different business topics and areas. P—SPA 219, 322, or POI.

**330. Advanced Spanish for Business.** (3h) Intensive immersion in the situations and skills of advanced Spanish for business. Emphasis on oral and written business presentations and reading comprehension of case studies related to the Hispanic business world. Cross-cultural awareness of the Hispanic business world. P—SPA 329 or POI.

**331. Medieval Spain: A Cultural and Literary Perspective.** (3h) An examination of literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P—SPA 217 or 218 or POI. (CD)

**332. The Golden Age of Spain.** (3h) Close analysis of literary texts, such as Lazarillo de Tormes, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—SPA 217 or 218 or POI.

**333. Eighteenth and Nineteenth-Century Spanish Literature and Culture.** (3h) A study of the major intellectual movements of the period: Enlightenment, Romanticism, Realism, and Naturalism in Spain through literary texts, essays, painting, and music. P—SPA 217 or 218 or POI.

**334. Spanish-American Theatre: From Page to Stage.** (3h) A study of the transition of a dramatic work from text to performance and the role of Spanish-American theatre as a vehicle for cultural values and socio-political issues. Includes rehearsals for the public staging of selected one-act plays. Proficiency in Spanish and willingness to act on stage are required. P—217 or 218 or 363 or POI.

**341. Golden Age Drama and Society.** (3h) Study of the theatre and social milieu of seventeenth-century Madrid, where the works of playwrights such as Lope de Vega, Tirso de Molina, and Calderón de la Barca were performed. Includes analysis of texts and of modern stagings of the plays. P—SPA 217 or 218 or POI.

**343. Cervantes: The Birth of the Novel.** (3h) Study of *Don Quijote*, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Also considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as self-conscious genre, women and society, religion and humanism, nationalism, and imperialism. P—SPA 217 or 218 or POI.

**347. Contemporary Theatre in Spain and Spanish America.** (3h) Study of contemporary Peninsular and Spanish-American theatre within its political, social, cultural, and aesthetic context. P—SPA 217 or 218 or POI.

**348. Transatlantic Renaissance.** (3h) Study of the Spanish Golden Age period by reading and analyzing relevant peninsular and colonial texts within the broader political, social, and cultural contexts of the Spanish presence in the New World. Exposure to recent critical perspectives in early modern cultural studies. P—SPA 217 or 218 or POI.

**349. Contemporary Women Novelists and their Female Characters.** (3h) A study of representative novels by women writers from Spain and Latin America, with special emphasis on the representation of the female protagonist within her cultural context. P—SPA 217 or 218 or POI.

**350. Introduction to Spanish Film Studies.** (3h) An exploration of the cinematic production of Spain from its origin to current day, covering major film trends from Second Republic, Civil War, Dictatorship, and Democratic Spain. Focus is on films as narratives and as visual media, on Spanish culture and identity pictured through films, and on representative filmmakers such as Buñuel, Saura, Almodóvar and Amenábar. P—SPA 217 or 218 or POI.

**351. Transgressing Borders: Identity in Latin American and U.S. Latino Cultures.** (3h) A socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora. P—SPA 217 or 218 or POI. (CD)

**352. Love, Death, and Poetry.** (3h) A study of the representation of universal themes in Spanish poetry from different historical periods. P—SPA 217 or 218 or POI.

**353. Indigenous Myth in Spanish-American Literary Art.** (3h) A study of Spanish- American writers' incorporation of Amerindian myths in twentieth-century narrative art. Includes works by Miguel Angel Asturias, Mario Vargas Llosa, and José Donoso. P—SPA 217 or 218 or POI.

**354. The Social Canvas of Gabriel García Márquez and Pablo Neruda.** (3h) Exploration of the techniques used by two Nobel Prize-winning writers to create a literary vision of Latin America. Special attention to humor, surrealism and the grotesque, and both writers' assimilation of personal anxieties to their portrayal of a social world. P—SPA 217 or 218 or POI.

**360. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices.** (3h) A study of a variety of texts from the eighteenth and nineteenth centuries dealing with political emancipation, nation-building, and construction of continental identity. P—SPA 217 or 218 or POI.

**361. Latin-American Cinema and Ideology.** (3h) An examination of major Latin American films as cinematographic expressions of social and political issues. P—SPA 217 or 218 or POI.

**362. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia.** (3h) A study of Latin American poetry, including symbolist, surrealist, and conversational poetry, "happenings," and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes. P—SPA 217 or 218 or POI.

**363. Twentieth-Century Spanish-American Theatre.** (3h) A study of major dramatic works from various Latin American countries. P—SPA 217 or 218 or POI.

**364. Spanish-American Short Story.** (3h) Intensive study of the twentieth-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, and García Marquéz. P—SPA 217 or 218 or POI.

**365. Spanish-American Novel.** (3h) A study of the novel in Spanish America from its beginning through the contemporary period. P—SPA 217 or 218 or POI.

**366. Seminar in Spanish-American Novel.** (1h or 3h) A study of one or more categories of Spanish-American novels, such as romantic, indianista, realistic, gauchesca, and social protest. P—SPA 217 or 218 or POI.

**367. Colonial Spanish America.** (3h) This course explores the early Spanish-American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include fifteenth- and sixteenth-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as twentieth-century documents. P—SPA 217 or 218 or POI.

**368C. Cuban Literature.** (3h) A study of Cuban literature from the eighteenth century to the present: romanticism, modernism, naturalism, the avant garde movement, and the post-Revolutionary period. P—SPA 217 or 218 or permission of director of the Cuba program.

**369. Imagined "White" Nations: Race and Color in Latin America.** (3h) A study of anti-slavery narratives, nineteenth-century scientific racism, and twentieth-century Negritude and "negrismo" movements. An exploration of race, the stratification of color, and ethnic images in Latin American literature and culture. P—SPA 217 or 218 or POI. (CD)

**370. Film Adaptations of Literary Works.** (3h) A study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation. P—SPA 217 or 218 or POI.

**371. Lorca, Dalí, Buñuel: An Artistic Exploration.** (3h) A study of the relationship of these three Spanish artists through their writings, paintings, and films, respectively, and of their impact on the twentieth century. P—SPA 217 or 218 or POI.

**372. Lorca in the Twentieth Century.** (3h) A study of the life and works of poet, playwright, painter, and lecturer Federico García Lorca, within the social, cultural, literary, and artistic realities of the twentieth century, including Modernism and Surrealism. Special emphasis is placed on Lorca's treatment of minority cultures, including the Gypsy, the Arab, and homosexuals. P—SPA 217 or 218 or POI.

**373. Modern Spanish Novel.** (3h) A study of representative Spanish novels from the generation of 1898 through the contemporary period. P—SPA 217 or 218 or POI.

**374. Voices of Modern Spain.** (3h) A study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P—SPA 217 or 218 or POI. (CD)

**375. Special Topics.** (1.5h or 3h) Selected special topics in Spanish literature and culture. Can be repeated for credit. P—SPA 217 or 218 or POI.

**376C. Afro-Cuban Cultural Expressions.** (3h) A comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. Also listed as Latin-American Studies 220C. *Offered in Havana.* (CD)

**380. Contrastive Spanish/English Grammar and Stylistics.** (3h) Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises. P—SPA 219 or POI.

**381. Spanish Translation.** (3h) Introduction to translation strategies through practice, with strong emphasis on Spanish into English. Focus is on translating in domains such as social science, computing, economics, the entertainment industry, banking, and journalism. P—SPA 380 or POI.

**382. Spanish/English Interpreting.** (3h) Introduction to strategies of interpreting from Spanish into English, primarily. Intensive laboratory practice course to develop basic skills in consecutive/escort/simultaneous interpreting. Some voice-over talent training is also included. P—SPA 220 and POI.

**384. Internships for STL & SI.** (1.5-3h) Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting. P—SPA 381 or 382.

**387. Special Topics.** (1.5h or 3h) Selected special topics in Spanish-American literature and culture. Can be repeated for credit. P—SPA 217 or 218 or POI.

**387C. Special Topics.** *Offered in Cuba.*

**388. Special Topics in Hispanic Linguistics.** (3h) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—SPA 222 or 321, or the combination of 219 or 220 and Linguistics 150, or POI.

**390. Directed Reading.** (1.5h) Required for honors in Spanish. P—POI.

**391. Directed Research.** (3h) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

### *Semester or Year in Spain*

The department offers a year in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the fall and/or spring semesters, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should normally be of junior standing, (2) must have completed one course beyond Spanish 213, and (3) should be approved by both their major department and the Department of Romance Languages. Interested students should contact Professor Candelas S. Gala in the Romance Languages department.

As part of the University of Salamanca PEI program (Programa Especial Integrado), students may take regular courses with Spanish students in the following disciplines: anthropology, business, economics, education, linguistics, psychology, and translation/interpretation.

**1989. Internship in Spanish Language.** (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with a service commitment or internship in a Spanish-speaking country. Includes, but is not limited to: vocabulary building, keeping a journal, and reading professional material. P—SPA 219 or POI. *Pass/Fail only.*

**2209. Spanish Conversation.** (3h) A language course based on cultural materials intended to increase students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing the command of specific grammatical points. Counts toward the major. P—SPA 214 or equivalent.

**2019. Intensive Spanish.** (1.5h) Intensive study and practice of the oral and written language. Familiarization with Spanish culture and daily life. Classes in conversational and idiomatic Spanish, excursions to points of interest and lectures on selected topics. *Pass/Fail only.*

**2179. Literary and Cultural Studies of Spain.** (3h) A study of the cultural pluralism of Spanish through selected literary and artistic works to promote understanding of Spain's historical development. This course is the equivalent of 217. P—SPA 213 or POI.

**2189. Literary and Cultural Studies of Spanish America.** (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Special emphasis is placed on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. This course is the equivalent of 218. P—SPA 213 or POI.

**2199. Grammar and Composition.** (4h) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. This course is the equivalent of 219. P—POI.

**2919. Global Business Studies: Spain and Latin America.** (3h) A study of the most characteristic features of the economic and financial situation and perspectives in Spain and Latin America. Focus is on communicating successfully in the world of Hispanic business and on acquiring an international view of that world and its cultural differences. P—SPA 219 or POI.

**3289. International Business: Spain and Latin America.** (3h) A study of the most characteristic features of the economic and financial situation and perspectives in Spain and Latin America. Focus is on communicating successfully in the world of Hispanic business and on acquiring an international view of that world and its cultural differences. Counts as elective for the Spanish major. P—SPA 219 or POI.

**3329. The Golden Age of Spain.** (3h) Close analysis of literary texts, such as Lazarillo de Tormes, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. This course is the equivalent of 332. P—SPA 217 or 218 or POI.

3749. Voices of Modern Spain. (3h) A study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. This course is the equivalent of 374. P—SPA 217 or 218 or POI.

3759. Special Topics in Spanish Literature and Culture. (1.5h or 3h) Topics vary from year to year. Can be repeated for credit. P—SPA 217 or 218 or POI.

3879. Special Topics in Spanish-American Literature and Culture. (1.5h or 3h) Topics vary from year to year. Can be repeated for credit. P—SPA 217 or 218 or POI.

Art 2029. Spanish Art and Architecture. (3h) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general. Counts as an elective for the Spanish major.

History 2019. General History of Spain. (3h) History of Spain from the pre-Roman period to the present day. Counts as elective for the Spanish major.

Political Science 2029. Political Structures of Present-day Spain. (3h) A study of the various political elements which affect the modern Spanish state. Counts as an elective for the Spanish major.

### *Program of Integrated Education (PEI)*

*Courses offered only at the University of Salamanca in disciplines other than Spanish. Taught in Spanish.*

Anthropology 2029. Anthropology and Folklore. (3h) A study of conceptual tools to understand the role of folklore in culture as a complex, integrated system with an emphasis on culture's communicative, cognitive and symbolic functions.

Business 2129. Human Resource Management. (3h) This course focuses on leadership skills associated with human resources management (HRM). The traditional HRM functions of planning, recruitment, selection, training, development, and appraisal are addressed along with role of individual and group behaviors in HRM. P—Business 211, Spanish 219, and POI.

Business 2239. International Marketing. (3h) This course examines the role of marketing within the international sphere of economics, law, politics, and finance. International marketing activities as they apply to product, place, pricing, and promotion are addressed along with global marketing strategies. P—Business 221, Spanish 219, and POI.

Economics 2719. Economics of the European Community. (3h) A study of the economic integration, history, community budget, commercial politics, agricultural policy, politics of regional development, other fields of community performance, and economic and monetary union in the European Community.

Education 3739. Comparative and International Education. (3h) A comprehensive study of the current Spanish educational system and comparison with systems in neighboring countries. The course aims to expand students' views about differing educational and pedagogical structures and to explore the comparative investigation of educational problems.

Psychology 2809. Psychology of Memory. (3h) A study of specialized knowledge regarding the most relevant aspects of memory function and important investigative techniques in this field.

**Spanish 3829. Techniques in Consecutive Interpretation.** (3h) Introduction to strategies of interpreting. P—SPA 220 or POI.

**Spanish 3889. Special Topics in Hispanic Linguistics.** (3h) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—SPA 222 or 321, or the combination of 219 or 220 and Linguistics 150, or POI.

## *Russian and East European Studies (REE)*

(Interdisciplinary Minor)

**Coordinator** Associate Professor of History Susan Z. Rupp

Russian 215 or 216 or equivalent proficiency in another East European language is required, plus fifteen hours from the following list. (See course descriptions under appropriate listings.) Three of these fifteen hours must be REE 298., Research Project in Russian and East European Studies.

| | | |
|---|---|---|
| Communication | 351B. | Comparative Communication: Russia. (1.5h) |
| Economics | 252. | International Finance. (3h) |
| | 253. | Economies in Transition. (3h) |
| History | 331. | Russia: Origins to 1865. (3h) |
| | 332. | Russia and the Soviet Union: 1865 to the Present. (3h) |
| Humanities | 215. | Germanic and Slavic Literature. (3h) |
| | 218. | Eastern European Literature. (3h) |
| Political Science | 232. | Politics in Russia and Eastern Europe. (3h) |
| Russian | | Three additional hours at the 200-level. |
| REE 298 | | Course description to follow. (3h) |

With the approval of the coordinator, students may fulfill the language requirement by equivalent study of another East European language (to be pursued independently under the auspices of the German and Russian department). Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

**REE 298. Research Project in Russian and East European Studies.** (3h) A semester-long research project pursued independently by a student (generally in the senior year) under the guidance of a faculty member in the relevant field of study. A second faculty member consults with the student regarding his or her project as well as serving as a second reader. The course culminates in the completion of a seminar-length paper based upon primary research.

# Sociology (SOC)

**Chair** Earl Smith
**Wake Forest Professor** Charles F. Longino
**Rubin Professor of American Ethnic Studies** Earl Smith
**Professors** Catherine T. Harris, Ian M. Taplin
**Z. Smith Reynolds Foundation Fellow and Associate Professor** Angela Hattery
**Associate Professors** H. Kenneth Bechtel, Joseph Soares
**Assistant Professors** R. Saylor Breckenridge, Teresa Ciabattari, Ana M. Wahl, David Yamane
**Adjunct Assistant Professor** Steve Gunkel

A major in sociology requires thirty-one hours. Students are strongly encouraged to complete Sociology 151, 370, 371, and 372 by the end of their junior year. Students should take Sociology 151 in the freshmen or sophomore year, Sociology 370 and 371 in the fall of their junior year, and Sociology 372 in the spring of their junior year. A minimum average of 2.0 in all sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires fifteen hours and must include Sociology 151 and 370. A minimum grade point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: Sociology 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless specified in the course description.

**151. Principles of Sociology.** (3h) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects. Required for all sociology majors and minors.

**152. Social Problems.** (3h) Survey of contemporary American social problems.

**153. Contemporary Families.** (3h) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

**154. The Sociology of Deviant Behavior.** (3h) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior.

**205. Photography in the Social Sciences.** (3h) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Lab to be arranged. P—POI.

**206. Concerned Photographers and Their Works.** (3h) Explores the contributions of concerned photographers in the identification and understanding of social issues. Advanced camera and darkroom instruction is included. P—SOC 205 and/or POI.

**240. Asian-American Legacy: A Social History of Community Adaptation.** (3h) An introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. Also listed as American Ethnic Studies 240. (CD)

**301. Religion and Society.** (3h) Study of religion as a social phenomenon and its relationship to political, economic and other structures of society. Also listed as Religion 351.

**303. Business and Society.** (3h) Historical development, organization, and current problems of business enterprises in American society.

**305. Gender in Society.** (3h) The significance of gender in society for individuals and institutions. An examination of differential gender experiences based on race, class, and sexual orientation. Consideration of feminism as a social movement and the possibility for social change. (CD)

**308. Sociology of Art.** (3h) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings.

**309. Sexuality and Society.** (3h) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.

**310. Death and Dying.** (3h) Study of some of the basic issues and problems of modern man in accepting and facing death.

**311. Women in Professions.** (3h) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.

**316. Conflict Management in Organizations.** (3h) An examination of conflict management and social control in organizations, focusing on power structures, management styles and processes of dispute resolution.

**317. Mental Illness and Society.** (3h) An examination of the sociological aspects of mental health and mental illness. Includes the social epidemiology of mental disorders, cross-cultural variation in societal responses to the mentally ill; the development of the psychiatric profession, and the evolution of the mental hospital.

**318. Social Stratification in the American South.** (3h) An exploration of social stratification in the labor force, the school system, the justice system, and the family. Comprises an examination of theories of stratification, a two-week field seminar in the South and a service learning project. *Summer session only.*

**325. Self and Society: An Interactionist Perspective.** (3h) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.

**332. Social Epidemiology.** (3h) This course integrates sociology and epidemiology, paying particular attention to such variables as age, gender, race and ethnicity as they bear on health, illness and medical services, including the risk factors of chronic disease. It does not presuppose advanced knowledge of epidemiological methods.

**333. The Sociology of Cities.** (3h) An examination of the patterns of urbanization worldwide. Explores the dynamics of urban growth resulting from economic, social, political and ecological processes.

**334. Society and Higher Education.** (3h) An analysis of the social forces that shape educational policies in the United States. Assessment of significant contemporary writings on the manifest and latent functions of education.

**335. Sociology of Health and Illness.** (3h) Analysis of the social variables associated with health and illness.

**336. Sociology of Health Care.** (3h) An analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.

**337. Aging in Modern Society.** (3h) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements include field placement in a nursing home or similar institution. P—POI.

**338. Sociological Issues in Criminal Justice.** (3h) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.

**339. Sociology of Violence.** (3h) A survey of the societal factors associated with individual and collective violence. Discussion focuses on the contemporary and historical conditions that have contributed to various patterns of violence in American society.

**340. Sociological Issues in Human Development.** (3h) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society.

**341. Criminology.** (3h) Crime, its nature, causes, consequences, methods of treatment, and prevention.

**342. Juvenile Delinquency.** (3h) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.

**343. Sociology of Law.** (3h) Consideration is given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, and the impact of social class and stratification upon the legal order.

**344. Women and Crime.** (3h) Course focuses on four major areas related to women and crime: women as offenders, the processing of women by the criminal justice system, women as victims, and women as criminal justice professionals. P—SOC 341 and POI.

**345. Advanced Topics Seminar in Criminology.** (3h) Emphasis on current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—SOC 341 and POI.

**347. Society, Culture, and Sport.** (3h) An examination of the interrelationship of sport and other social institutions. Emphasis is on the study of both the structure of sport and the functions of sport for society.

**348. Sociology of the Family.** (3h) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.

**349. Sociology of Science and Technology.** (3h) Explores the reciprocal impact of science and technology on society. Issues include the impact of science and technology on various populations (including underparticipating groups, such as women and racial/ethnic minorities) and the environment, the talent pool, and the workplace.

**350. Mass Communications and Public Opinion.** (3h) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society.

**351. Management and Organizations.** (3h) A study of macro-organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.

**352. White-collar Crime.** (3h) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—SOC 341.

**353. Families in Later Life.** (3h) Analysis of current issues affecting later-life families, including the unmarried, marital relations, divorce, widowhood, remarriage, kinship, family caregiving, and institutional care.

**354. Women in Poverty in the U.S.** (3h) An examination of the structural causes of poverty and its consequences, with specific emphasis on women's overrepresentation in poverty and how gender intersects with race, family status, age, and place.

**357. The Italian Experience in America.** (3h) Explores issues of ethnicity and identity in the Italian-American experience. A central goal of this course is to understand the interrelationship of social, economic and political factors that impinge on this large European ethnic group. Also listed as American Ethnic Studies 358.

**358. Population and Society.** (3h) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.

**359. Race and Ethnic Relations.** (3h) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.

**360. Social Inequality.** (3h) The study of structured social inequality with particular emphasis on economic class, social status, and political power. (CD)

**361. Sociology of the Black Experience.** (3h) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sports, entertainment, science, politics, etc.). (CD)

**362. Work, Conflict, and Change.** (3h) Changing trends in the United States labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data.

**363. Global Capitalism.** (3h) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. Also listed as International Studies 363.

**364. Political Sociology.** (3h) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.

370. **Sociological Theory.** (3h) A survey of the history and development of sociological theory, emphasizing the critical reading of primary source materials and the evaluation of the current status of sociological theory. P—SOC 151 or POI.

371. **Social Statistics.** (4h) A computer-based survey of basic statistics utilized in sociological research. A student who receives credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Health and Exercise Science 262. Lab—1 hour. P—SOC 151 or POI. (QR)

372. **Research Methods in Sociology.** (3h) An overview of both quantitative and qualitative research methods. Research projects required. P—SOC 371. (QR)

373. **Honors Seminar.** (3h) Seminar on selected problems in sociology. Intended for students in the departmental honors program. P—SOC 372 and POI.

374. **Honors Research.** (3h) Directed study toward completion of the project begun in Sociology 373 and to the writing and defense of an honors paper. P—SOC 373 and POI.

385, 386. **Special Problems Seminar.** (3h) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—POI.

398, 399. **Individual Study.** (1-3h, 1-3h) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

## *Spanish Studies*

(Foreign Area Study)

**Coordinator** Wake Forest Professor of Romance Languages Candelas S. Gala

Students are required to participate in the Spanish program at Salamanca for one or two semesters. They also are required to take History 2019., General History of Spain (3h), taught in Salamanca; Political Science 2029., Political Structures of Present Day Spain (3h), taught in Salamanca; Art 2029., Spanish Art and Architecture (3h), taught in Salamanca; and Spanish 217., Literary and Cultural Studies of Spain (3h), also taught in Salamanca as Spanish 2179.

Students must take nine additional hours from the advanced courses in Spanish language and the literature and culture of Spain offered by the Department of Romance Languages, or from those offered at the University of Salamanca.

# Theatre and Dance

**Chair** Mary Wayne-Thomas
**Professor** James H. Dodding
**Junior Faculty Fellow and Associate Professor** Cynthia M. Gendrich
**Director of Dance and Associate Professor** Nina Lucas
**Associate Professors** Sharon Andrews, Jonathan H. Christman, Jane Kathleen Curry, Francis P. Ludwig, Mary Wayne-Thomas
**Assistant Professors** Brook M. Davis, Diann Sichel
**Visiting Assistant Professor** Leah Roy
**Director of University Theatre and Lecturer** John E. R. Friedenberg
**Lecturers** Zanna Beswick (London), Brantly Shapiro
**Adjunct Instructors** Ray Collins, Fanchon Cordell, Kimberly Moore, Robert Simpson, Deborah Spencer

## *Theatre (THE)*

A major in theatre consists of a minimum of thirty-six hours, including Theatre 110 or 112, 130, 140, 150, 250, 260, 261, 340, 381, and 385. (Students interested in a theatre major should elect Theatre 112.) Four semesters of Theatre 100 or three semesters of Theatre 100 plus Theatre 110L also are required. Majors may choose their remaining courses from offerings at the 200 level or higher listed under the Department of Theatre and Dance. A minimum grade of 2.0 in all theatre courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theatre majors are required to take two courses in dramatic literature from the Departments of English or Classical Languages or from Humanities. No more than three hours of Theatre 294 may be counted toward the thirty-six hours required for the major; up to a maximum of nine hours or three courses of Theatre 294 may be counted beyond the thirty-six hours in the major.

Those who plan to be theatre majors are urged to begin their studies during their first year.

Highly qualified majors (departmental grade point average of 3.3, overall grade point average of 3.0) are invited by the department to apply for admission to the honors program in theatre. To be graduated with the designation "Honors in Theatre," a student must successfully complete Theatre 292 (3h). Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theatre honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates with complete information on preparation and completion of projects.

A minor in theatre requires eighteen hours: Theatre 110 or 112, 140, 150, 260 or 261, two theatre electives (at the 200 level or higher) and two semesters of Theatre 100 or one semester of Theatre 100 plus Theatre 110L. Theatre minors are required to take one course in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Any person who is interested in a theatre major or minor should contact the chair of the department soon after arrival on the campus.

**100. Participation.** (.5h) Attendance/participation in Mainstage and Studio performances and other events as established by the department. Attendance/participation requirements are established at the beginning of each semester. Assignments for technical production are made through consultation with the technical and design faculty. May be repeated for credit.

**110. Introduction to the Theatre.** (3h) For the theatre novice. A survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Optional lab-THE 110L.

**110L. Introduction to Theatre Lab.** (1h) Participation in production team on Mainstage as assigned. C—THE 112. Optional with THE 110.

**112. Introduction to the Theatre.** (3h) For the experienced theatre student. A survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Students planning to major in theatre are encouraged to take Theatre 112. Lab required THE 110L. Credit is not given for both Theatre 110 and 112.

**126. Stage Makeup.** (1.5h) A study of the design and application of theatrical makeup in relationship to historical period and character development.

**130. Dynamics of Voice and Movement.** (3h) Building awareness of the actor's instrument through the development of basic vocal and physical skills, emphasizing relaxation, clarity, expressiveness, and commitment, along with spontaneity, centering, and basic technical skills.

**140. Acting I.** (3h) Fundamental acting theory and techniques including exercises, monologues and scene work.

**140F. Acting for Freshmen.** (3h) A concentrated study and practice of basic acting skills for first-year students. Credit is not given for both THE 140 and THE 140F.

**141. On-Camera Performance.** (3h) Introduction to the theory and practice of performing for the camera. May include basic method acting, newscasting, commercials, and film acting. Also listed as Communication 116.

**144. Mime.** (1.5h) An introductory study of basic mime forms. The student gains skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

**146. Performance Techniques.** (3h) A course focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. Suitable for non-majors.

**150. Introduction to Design and Production.** (4h) An introduction to the fundamentals of theatrical design and technology including script analysis, design development, and presentation methods. Through the lab, the student develops basic skills in theatre technology. Lab—three hours.

**155. Stagecraft.** (3h) This introductory course focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis is on using current technologies for problem solving.

**1880. The Contemporary English Theatre.** (1h) An exploration of the English theatre through theatre attendance in London and other English theatre centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the

plays, the sites and the variety of cultural differences observed. Two weeks. P—POI. *Pass/Fail only. Offered in London before spring term.*

**230. Advanced Dynamics.** (3h) Focus on opening and strengthening the actor's instrument by building on work done in THE 130. P—THE 130.

**245. Acting II.** (3h) Advanced study and practice of the skills introduced in Acting I. P—THE 130 and 140.

**246. Period and Style.** (3h) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—THE 130 or 230 and 140.

**250. Theatrical Scene Design.** (3h) A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting are emphasized. P—THE 150.

**251. Costume and Makeup Design.** (3h) A study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction and stage makeup are explored.

**252. Lighting and Sound Design.** (3h) An exploration of the lighting and sound designer's process from script to production. A variety of staging situations are studied, including proscenium, thrust, and arena production. P—THE 150.

**255. History of Costume.** (3h) A survey of the development of clothing and fashion with emphasis on historical and cultural influences and their application to costuming in art.

**259. Theatre Management: Principles and Practices.** (3h) This course reviews the development of theatre management in the United States, with emphasis on the role of the producer; explores commercial and not-for-profit theatre with attention to planning, personnel, and the economics of theatre. Includes readings, lectures, and reports.

**260. History of Western Theatre I (Beginnings to 1642).** (3h) A survey of the development of Western theatre and drama through the Greek, Roman, medieval, and Renaissance theatres to 1642; includes lectures, readings and reports. Suitable for non-majors.

**261. History of Western Theatre II (1642 to the Present).** (3h) A survey of Western theatre and drama from the French Neoclassic theatre through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theatre; includes lectures, readings and reports. Suitable for non-majors.

**270. Theatre in Education.** (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasis is on methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as Education 223. (SL)

**281. Acting Workshop.** (1.5h) Scene work with student directors utilizing realistic texts. P—THE 140 or POI. *Pass/Fail only.*

**283. Practicum.** (1-1.5h) Projects under faculty supervision. May be repeated for no more than three hours. P—Permission of the department.

290. Special Seminar. (1.5-3h) The intensive study of selected topics in theatre. May be repeated.

292. Theatre Honors. (3h) A tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—Permission of department.

294. Individual Study. (1-3h) Research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than three times for a total of not more than nine hours. P—Permission of department.

295. Development and Performance. (1-4h) An intensive experiential course designed to research and develop a theatre piece resulting in performance. Focus varies.

2650. The English Theatre, 1660-1940. (3h) A study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.*

320. British Drama to 1642. (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Also listed as English 320.

323. Shakespeare. (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Also listed as English 323.

336. Restoration and Eighteenth-Century British Drama. (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Also listed as English 336.

340. Directing. (3h) An introduction to the theory and practice of play directing. For majors only. P—THE 110/112, 140 and 150. C—THE 381 and 250.

344. Acting Shakespeare. (3h) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—THE 130 and 140.

360. Playwriting. (3h) This course examines the elements of dramatic structure and their representations in a variety of dramatic writings. It explores the fundamentals of playwriting through a series of writing exercises.

372. Contemporary Drama. (3h) The course considers varieties of form and substance in plays and performance texts from Godot to the present. Readings cover such playwrights as Beckett, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Fornes, Mamet, Wilson, Soyinka, Fugard, and Foreman. Also listed as English 394.

374. Contemporary World Drama. (3h) This course considers varieties of form and substance in plays and performance texts from outside the mainstream of the Western theatrical tradition. Focus varies, for example Asian and Asian-American playwrights or drama of the Middle East. (CD)

375. American Drama. (3h) A historical overview of drama in the United States, covering such playwrights as Boucicault, Mowatt, O'Neill, Glaspell, Wilder, Williams, Miller, Hansberry, Albee, Shepard, Norman, Hwang, Vogel, Mamet, and Wilson. Also listed as English 375.

**376. Multicultural American Drama.** (3h) An examination of the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. The course includes consideration of issues, themes, style, and form. Also listed as English 393. (CD)

**381. Directing Workshop.** (1.5h) The practical application of directing techniques in realistic scene study utilizing student actors. This course is a corequisite of THE 340.

**385. Studio Production.** (1.5h) The organization, techniques and problems encountered in the production of a play for the public. P—THE 340 and permission of department.

**390, 391. Special Seminar.** (1-3h) The intensive study of selected topics in the theatre. May be repeated.

**392. Special Topics in Dramatic Literature.** (1-3h) Intensive study of selected plays and/or performance texts.

### *Dance (DCE)*

A dance minor requires 16.5 to 19 hours and must include:

Two Modern courses - Dance 120 (1.5h), Dance 221 (1.5h) or Dance 222 (1.5h);
One Dance composition - Dance 123 (3h);
Two Jazz courses - Dance 126 (1.5h), Dance 226 (1.5h), or Dance 227 (1.5h);
Two Ballet courses - Dance 127 (1.5h), Dance 229 (1.5h) or Dance 231 (1.5h);
Senior Dance Project - Dance 200 (1-1.5h);
History of Dance 202 (3h).

**101. Beginning Tap Dance.** (1.5h) Fundamentals of tap dance technique with emphasis placed on technique, rhythm, vocabulary, and performance qualities. May be taken two times for credit.

**120. Beginning Modern Dance Technique.** (1.5h) Fundamentals of modern dance technique, with emphasis placed on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be taken two times for credit.

**122. Special Topics in Dance.** (1-1.5h) An intensive study of selected topics in dance. May be repeated.

**123. Dance Composition.** (3h) Fundamental study of improvisation, composition and choreography.

**124. Social Dance.** (1.5h) Fundamental techniques of social dance, providing basic skills, concepts of movement, style and fundamental step patterns found in social dance rhythms. Students learn basic smooth dances, rhythm dances, Latin-American dances, and Cuban dances.

**125. Folk and Social Dance.** (1h) Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style and fundamental step patterns of folk and social dance. Emphasis is on the development of fundamental dance skills and practice in utilizing dance techniques.

**126. Beginning Jazz Dance.** (1.5h) Fundamentals of jazz technique with emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be taken two times for credit.

**127. Beginning Classical Ballet Techniques.** (1.5h) Fundamentals of classical ballet technique with emphasis on alignment, placement, flexibility, barre work, adagio and petite allegro. May be repeated four times for credit.

**128. Dance Performance.** (1h) A practical experience in the areas of rehearsal, choreographing, production and performance, as a choreographer, and/or performer in the Fall Faculty/ Guest Artist Concert and/or Spring Dance Concert. May be repeated eight times for credit.

*128A. Performance*

*128B. Choreography*

**200. Senior Dance Project.** (1-1.5h) An investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

**201. Intermediate Tap Dance.** (1.5h) A progressive development of technique and vocabulary from DCE 101, with emphasis on exploring rhythm, dynamics, and performance qualities. May be taken up to three times for credit. P—DCE 101 or POI.

**202. History of Ballet and Modern Dance.** (3h) A survey of the development of dance as a performing art from the Renaissance to the present with an emphasis on scope, style, and function.

**221. Intermediate Modern Dance Technique.** (1.5h) A progressive development of movement concepts and vocabulary from DCE 120, with emphasis on exploring both the classical and contemporary techniques of modern dance. May be repeated for credit. P—DCE 120 or POI.

**222. Advanced Modern Dance Technique.** (1.5h) A progressive development of the concepts of DCE 221 with emphasis on qualitative performance, virtuosity and versatility in a variety of technical forms within the modern dance discipline. May be repeated for credit. P—DCE 221 or POI.

**226. Intermediate Jazz Dance.** (1.5h) This course pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasis is on performance qualities and musicality. May be repeated for credit. P—DCE 126 or POI.

**227. Advanced Jazz Dance.** (1.5h) Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasis is on performance qualities, musicality, technique, virtuosity, and creativity. May be repeated for credit. P—DCE 226 or POI.

**229. Intermediate Classical Ballet.** (1.5h) Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be repeated for credit. P—DCE 127 or POI.

**231. Advanced Classical Ballet.** (1.5h) Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality and pointe work. May be repeated for credit. P—DCE 229 or POI.

**241. Advanced Tap Dance.** (1.5h) A progressive development of the concepts of DCE 201 with emphasis on qualitative performance, virtuosity, and versatility in a variety of technical forms within the tap dance discipline. May be repeated for credit. P—DCE 201 or POI.

## *Urban Studies (URB)*

(Interdisciplinary Minor)

**Coordinator** Professor of Economics Donald E. Frey

The interdisciplinary minor in urban studies requires fifteen hours, of which at least nine must be chosen from the following courses. (See course descriptions under appropriate listings.)

| | |
|---|---|
| Art | 396. Art History Seminar. l. Architecture and Urbanism. (3h) |
| Economics | 246. Urban Economics. (3h) |
| Political Science | 222. Urban Politics. (3h) |
| Sociology | 333. The Sociology of Cities. (3h) |
| Urban Studies | 250. Urban Planning. (3h) |

Courses needed to complete fifteen hours may be chosen from among the following courses. (See course descriptions under appropriate listings.)

| | |
|---|---|
| Education | 271. Geography: The Human Environment. (3h) |
| History | 2253. History of Venice. (3h) Offered in Venice. |
| | 2260. History of London. (3h) Offered in London. |
| | 352. United States Social History II. (3h) |
| Political Science | 289. Internship in Politics. (3h)* |
| Sociology | 152. Social Problems. (3h) |

**To count toward the urban studies minor, an internship must be overseen by the instructor of Political Science 222.*

Students intending to minor in urban studies should consult with the coordinator as early as possible to discuss scheduling of courses not offered annually, careers in urban studies, and other issues. In exceptional cases, the coordinator may approve limited substitutions for the listed courses.

**250. Urban Planning.** (3h) The principles of urban planning and urban form. Some typical topics are urban history and its relationship to urban form, the features of communities, the exploration of urban development practices, and the role of planning policies and urban design in the planning process.

## *Women's and Gender Studies (WGS)*

(Interdisciplinary Minor)

**Director** Professor of English Anne M. Boyle
**Professors** Mary K. DeShazer, Linda Nielsen
**Adjunct Professors** Gary Ljungquist, Michelle J. Naughton, Teresa Smith
**Visiting Assistant Professor** Wanda Balzano

The interdisciplinary minor in women's and gender studies must include Women's and Gender Studies 221 and a minimum of fifteen additional hours, for a total of eighteen hours. It is recommended that the upper division seminar, Women's and Gender Studies 321, be included. If courses not designated WGS are taken, they must be from an approved list on file with the director; examples of these courses are listed. Such courses should be balanced between a) the humanities and b) the sciences. This structure gives students an understanding of the interdisciplinary nature of women's and gender studies within the context of the traditional liberal arts curriculum.

A student minoring in women's and gender studies might take Women's and Gender Studies 221 as a sophomore, six to nine hours as a junior, and the remaining six to nine hours, including the Interdisciplinary Seminar, as a senior.

**111. Writing and Women's Issues.** (3h) This writing-intensive seminar explores special topics that include women, such as: women and creativity; women, work, and family; Womanist literature; reproductive rights; violence against women; women and the arts; the emergence of feminist thought. Emphasis is on expository writing, critical thinking, and exchange of ideas in a discussion and workshop setting; frequent essays based on readings. Satisfies the basic composition but not the minor requirement.

**221. Issues in Women's and Gender Studies.** (3h) An interdisciplinary course, taught by women's and gender studies faculty representing at least two fields, that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, gender issues in the twenty-first century, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation. (CD)

**310. Gender, Power, and Violence.** (3h) A research-centered study of various issues related to violence, power, and gender in American society. Emphasis is on sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation.

**321. Interdisciplinary Seminar.** (3h) A research-centered study of questions raised by women's studies on an interdisciplinary topic, such as women's health issues, war and peace, international women's issues, perspectives on women and aging, lesbian and gay culture and theory, and women and the arts. May be repeated for credit if topic differs.

**350. Biocultural Perspectives on Women and Aging.** (3h) A course that examines biological, sociopsychological, and cultural issues affecting older women.

**358. Mothers and Daughters.** (3h) A course that examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.

**359. Fathers and Daughters.** (3h) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.

**377. Special Topics.** (1.5h, 2.5h, 3h) Includes such women's and gender studies topics as gender issues in the twenty-first century, Jewish-American women writers, African-American women writers, women and aging, critical approaches to women's issues, and the emergence of feminist thought. May be repeated for credit if topic differs.

**396. Independent Study.** (1-3h) Independent projects in women's studies which either continue study begun in regular courses or develop new areas of interest. By prearrangement.

**397. Internships in Women's Studies.** (1.5h-3h) Practicum opportunities for work and for research in conjunction with a local women's or justice organizations: Winston-Salem Family Services, NOW, Council on the Status of Women, the North Carolina Center for Laws Affecting Women, the AIDS Care Service, etc. *Pass/Fail only.*

*In addition to the women's and gender studies courses, the following courses may be included in the minor. (See course descriptions under appropriate listings.)*

**100. R.A.D.: Rape Aggression Defense.** (1h) Develops and enhances the options of self-defense, including basic physical self-defense tactics and risk reduction and avoidance, so they may become viable considerations for any woman who is attacked. Required readings include social science research on violence against women. *Pass/Fail only.*

### *Courses in the Humanities*

| | |
|---|---|
| American Ethnic Studies | 310. Race, Class, and Gender in a Color Blind Society. (3h) |
| Art | 251. Women and Art. (3h) |
| Classical Lang. | 252. Women in Antiquity. (3h) |
| English | 340. Studies in Women and Literature. (3h)<br>a. The woman writer in society<br>b. Feminist critical approaches to literature |
| German and Russian | 280. Russian Women Writers. (3h) |
| History | 310. Race, Class, and Gender in American History. (3h) |
| | 330. Race, Religion, and Sex in Early Modern Europe. (3h) |
| | 337. Gender in Early America. (3h) |
| | 338. Gender in Modern America. (3h) |
| Humanities | 230. Women Writers in Contemporary Italy. (3h) |
| | 265. Gender, Spirituality, and Art. (3h) |
| | 290. Innovation and Inclusivity. (3h) |
| | 320. Perspectives on the Middle Ages. (3h)<br>a. Medieval women<br>b. Medieval constructs of gender, race, and class |
| | 353. African and Caribbean Women Writers. (3h) |
| Music | 208. Women and Music. (3h) |
| Religion | 318. Feminist and Contemporary Interpretations of the New Testament. (3h) |
| | 340. Men's Studies and Religion. (3h) |

| | |
|---|---|
| Religion (cont.) | 345. The African-American Religious Experience. (3h) |
| | 366. Gender and Religion. (3h) |
| | 370. Women and Christianity. (3h) |
| | 371. Theology and Sexual Embodiment. (3h) |
| Theatre | 290. Seminar: Women Playwrights. (3h) |

*Courses in the Social and Natural Sciences*

| | |
|---|---|
| American Ethnic Studies | 151. Race and Ethnic Diversity in America. (3h) |
| Anthropology | 332. Anthropology of Gender. (3h) |
| | 333. Language and Gender. (3h) |
| Communication | 340. American Rhetorical Movements to 1900. (3h) |
| | 341. American Rhetorical Movements since 1900. (3h) |
| | 370. Special Topics: Race, Class, Gender, and Sexuality. (3h) |
| Economics | 273. Economics for a Multicultural Future. (3h) |
| Political Science | 229. Women and Politics. (3h) |
| | 252. Topics in International Politics: Gender and International Relations. (3h) |
| | 277. Feminist Political Thought. (3h) |
| Psychology | 265. Human Sexuality. (3h) |
| | 270Y. Topics: Women, Health, and Culture. (1h) |
| | 359. Psychology of Gender. (3h) |
| | 364. Prejudice, Discrimination, Racism, and Heterosexism. (3h) |
| Sociology | 153. Contemporary Families. (3h) |
| | 305. Gender in Society. (3h) |
| | 309. Sexuality and Society. (3h) |
| | 311. Women in Professions. (3h) |
| | 318. Social Stratification in the American South. (3h) |
| | 337. Aging in Modern Society. (3h) |
| | 344. Women and Crime. (3h) |
| | 348. Sociology of the Family. (3h) |
| | 353. Families in Later Life. (3h) |
| | 359. Race and Ethnic Relations. (3h) |
| | 360. Social Inequality. (3h) |
| | 361. Sociology of the Black Experience. (3h) |

Students intending to minor in women's and gender studies should consult the director of women's and gender studies in Tribble Hall A-106A, preferably during their first or early in their second year.

**FYS 100. First Year Seminar.** (3h) First year seminars are a basic requirement for graduation and are designed to enhance each student's academic and social integration into Wake Forest. They foster intellectual interchange, both written and oral, and encourage examination of opposing viewpoints through reading, writing, and debate of issues in a small group setting. Seminars are offered in most academic departments and programs. Contact Paul Orser, Dean's Office, for more information.

**LIB 100. Accessing Information in the Twenty-first Century.** (1h) This seven and a half week course provides a basic understanding of concepts in the research process, enabling students to identify appropriate strategies for filling the information need. The course explores the broad array of information sources in various formats and disciplines, and emphasizes the organization, efficient retrieval, and critical evaluation of electronic and print information. Contact Rosalind Tedford, Z. Smith Reynolds Library, for more information.

**SPM 201. Basic Athletic Training.** (3) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries. For more information, contact Greg Collins, collinsg@wfu.edu.

**SPM 302. Advanced Athletic Training.** (4) An in-depth analysis of preventative measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. For more information, contact Greg Collins, collinsg@wfu.edu.

# *Wayne Calloway School of Business and Accountancy*

**Dean** Jack E. Wilkerson Jr.
**Associate Dean** J. Kline Harrison
**Associate Dean** Gordon E. McCray
**Assistant Dean for Student Professional Affairs** Helen W. Akinc
**Assistant Dean for Student Academic Affairs** Katherine S. Hoppe
**Director of Graduate Studies** Terry A. Baker
**Thomas H. Davis Professor of Business** Umit Akinc
**F.M. Kirby Professor of Business Excellence** Robert R. Bliss
**Hylton Professor of Accountancy** Lee G. Knight
**J. Tylee Wilson Professor of Business Ethics** Donald P. Robin
**Wayne Calloway Professor of Accountancy** Dale R. Martin
**Wayne Calloway Professor of Taxation** Ralph B. Tower
**PricewaterhouseCoopers Faculty Fellow and Associate Professor** Terry A. Baker
**Merrill Lynch Associate Professor of Accountancy** Jonathan E. Duchac
**PricewaterhouseCoopers Faculty Fellow and Associate Professor** Yvonne L. Hinson
**Citibank Faculty Fellow and Associate Professor** William M. Marcum
**BellSouth Mobility Technology Associate Professor** Gordon E. McCray
**Exxon-Wayne Calloway Faculty Fellow and Associate Professor** Annette L. Ranft
**Benson-Pruitt Associate Professor** G. Page West III
**Cooper Family Fellow in Information Systems and Assistant Professor** Bruce R. Lewis
**Exxon-Wayne Calloway Faculty Fellow and Assistant Professor** Denise J. McManus
**Coca-Cola Faculty Fellow and Assistant Professor** Amy E. Randel
**Professors Emeritus** John S. Dunkelberg, Eddie V. Easley, Thomas C. Taylor
**Professors** S. Douglas Beets, Stephen Ewing, J. Kline Harrison, Jack E. Wilkerson Jr.
**Associate Professors** George R. Aldhizer, Sheri A. Bridges, James F. Cotter, Arun P. Dewasthali, Thomas S. Goho, Paul E. Juras
**Assistant Professor** Michelle Steward
**Adjunct Assistant Professors** Debra R. Jessup, Julie H. Wayne
**Senior Lecturer in Business** E. Clayton Hipp Jr.
**Lecturer in Business** Katherine S. Hoppe
**Instructors** Helen W. Akinc, Robert E. Fly, David A. Gilbert, R. Scott Keith, Mary L. Kesel, Benjamin Paz, Thomas H. Ramsey, Cyndi Skaar

### *Core Purpose*

We are a community of teacher-scholars and students committed to intellectual curiosity and the life-long pursuit of knowledge, as reflected in:

- *Our highly attentive and collaborative learning environment;*
- *Our challenging academic standards;*
- *Our instructional excellence;*
- *Our continuous creation and dissemination of knowledge;*
- *Our cultural values of honor and integrity; and*
- *Our passion for our work.*

### *Programs*

The Calloway School of Business and Accountancy offers two degree programs: the four-year bachelor of science degree, with majors in accountancy, business, finance, and mathematical business (in cooperations with the Department of Mathematics); and the master of science in accountancy degree. When taken in conjunction with the Calloway School's undergraduate degrees in accountancy and fiance, the master of science in accountancy degree is one additional year. In most other cases, the master of science degree is completed in eighteen months to two years, depending on the student's academic background.

### *Objectives*

The accountancy major in the Wayne Calloway School of Business and Accountancy is geared to provide a foundation for the MSA degree. The major includes the opportunity for broad exposure to undergraduate concepts to prepare students to successfully complete the MSA degree.

The business major in the Wayne Calloway School of Business and Accountancy prepares students for success in today's business world with a challenging and high quality curriculum. The major is intentionally general and facilitates the integration of the various business disciplines with the liberal arts core. It also emphasizes flexibility by allowing the opportunity for specialized career paths and for minors outside the Calloway School.

The finance major in the Wayne Calloway School of Business and Accountancy prepares students for success in careers in financial services, including portfolio management, investment and commercial banking, and financial consulting. The major emphasizes a strong concentration in finance, supported by accounting concepts beyond the introductory level, which is critical in a global environment.

The mathematical business major, offered by the Wayne Calloway School of Business and Accountancy jointly with the Department of Mathematics, prepares students for careers in business and government that require model-based, advanced quantitative approaches to problem solving. The major responds to today's complex global environment, where problems in business administration and public policy making are becoming more intricate, requiring the use of such an approach.

The integrated five-year accountancy program prepares students for a variety of careers in accounting and financial management, including auditing and assurance, taxation, business advisory services, forensic accounting, and investment and commercial banking. Students in the program acquire the necessary professional competence through courses, seminars, and case-based research in finance, accounting, auditing, and taxation. This

academic preparation is combined with a professional internship during the student's fourth year. The internship provides an important union of classroom knowledge and professional experience. The program also qualifies students to take the CPA examination upon completion of coursework.

All programs in the Calloway School are accredited by the AACSB International—The Association to Advance Collegiate Schools of Business. The Association can be contacted at (813) 769-6500, 777 South Harbor Island Boulevard, Suite 750, Tampa, Florida 33602 and at http://aacsb.edu/. Inquiries should relate only to the accreditation status of the school and not to general admissions information.

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. The Commission can be contacted at (404) 679-4501, 1866 Southern Lane, Decatur, Georgia 30033-4097 and http://www.sacscoc.org/. Inquiries should relate only to the accreditation status of the institution, and not to general admission information.

### *Admission*

Admission to the Calloway School is by formal application, and applicants are screened by the Committee on Admissions, Continuation, and Scholarships of the Wayne Calloway School of Business and Accountancy. Before being considered for admission to the Calloway School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the Wayne Calloway School of Business and Accountancy are completion of forty-nine hours with an overall grade point average of 2.2, completion of Economics 150, Mathematics 106 or 111 (Mathematics 111 for the mathematical business major), Accounting 111 and one additional Calloway School course (Accounting 112 [or 221], Business 201, 211, 221, 231, 251 or 261), and a 2.0 average in these four courses. In addition, students should have completed Business 100 and Communication 110. Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the Calloway School reserves the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wayne Calloway School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 32.

### *Transfer of Credit from Other Schools*

It is expected that most work toward degrees offered by the Wayne Calloway School of Business and Accountancy will be taken in the Calloway School. For students wishing to transfer credit from other schools, the following general guidelines apply:

(a) *Courses at another school passed with the minimum passing grade at that school may not be transferred.*
(b) *Courses transferred in business and accountancy may be subject to validating examinations.*

*(c) No work in courses numbered 200 and above will be accepted from two-year schools.*

*(d) Courses taken elsewhere in subjects not offered at the Wayne Calloway School of Business and Accountancy will not necessarily count toward the hours required in the Calloway School.*

*(e) Only one course so transferred may be an elective unless such course is from an international program approved by the Calloway School, in which case two such electives may be so transferred (including any approved economics course counting toward the major).*

*(f) Business 271 or 272 cannot be transferred from another institution; they must be taken in the Calloway School.*

*(g) Students entering the Calloway School from the College of Arts and Sciences at Wake Forest University must take Accountancy 111 within the Calloway School. Students transferring into the Calloway School from another university must take a validation examination for Accounting 111.*

For the accountancy major, a minimum of forty-one hours must be earned in the Wayne Calloway School of Business and Accountancy at Wake Forest University; for the major in business, a minimum of thirty hours must be earned in the Calloway School; for the major in finance, the minimum hours earned in the Calloway School must total thirty-eight; and for the bachelor of science in mathematical business, a minimum of thirty hours must be earned in the Calloway School and/or the mathematics department at Wake Forest University.

For the master of science in accountancy, a minimum of thirty graduate hours must be earned in the Calloway School.

### *Requirements for Continuation*

In addition to the requirements stated on page 32, a student must be academically responsible and must show satisfactory progress toward completing the requirements for the degree. The administration of the Wayne Calloway School of Business and Accountancy notifies the student if satisfactory progress is not being made and, after consultation with the Committee on Admission, Continuation, and Scholarships, decides if the student may continue as a major in the Calloway School.

### *Requirements for Graduation*

The Wayne Calloway School of Business and Accountancy confers the bachelor of science degree with a major in either accountancy, business, finance, or mathematical business. The Calloway School also confers the master of science in accountancy. The requirements for completion of the degrees are those in effect at the time the student enters the Calloway School.

The accountancy major requires the following courses: Accounting 111, 211, 212, 221 (or 112), 237, 351, and 352; Business 100, 201, 211, 221, 231, 241, 251, 261, and 271 or 272; Economics 150; Mathematics 106 or 111; Communications 110; and an approved international course.

The business major requires the following courses: Accounting 111 and 221 (or 112); Business 100, 201, 202, 211, 221, 231, 241, 251, 261, and 271 or 272; Economics 150; Mathematics 106 or 111; Communication 110; and a minimum of nine hours from Business 209, 212, 213, 215, 216, 217, 222, 223, 224, 225, 227, 228, 232, 233, 234, 235, 236, 237, 238, 243, 253, 258, 259, 262, 265, 281, 282, 290, 291, 293, 294, 338 or accounting courses

numbered 200 or above (excluding Accounting 221). One elective may be taken from economics courses numbered 200 or above.

The finance major requires the following courses: Accounting 111, 211, 212, and 221 (or 112); Business 100, 201, 211, 221, 231, 232, 238, 241, 251, 261, and 271 or 272; Economics 150; Mathematics 106 or 111; Communication 110 and a minimum of six hours from Business 233, 234, 235, 236. A student may substitute an upper level (3h) Calloway elective for one finance elective.

Prerequisites for the mathematical business major include the following courses: Accounting 111 and 221 (or 112); Mathematics 111 and 112; Economics 150; Communication 110, and Business 100. Computer Science 111 and 112 are strongly recommended. Requirements for the mathematical business major are: Mathematics 253, 256, 301 (or 113), 302 (or 121), 353; Business 211, 221, 231, 241, 251, 261, 292; and a minimum of six additional hours—only three of which can be in business. Mathematics electives must be at the 300 level or above, excluding 381.

For the master of science in accountancy with an undergraduate major in accountancy, the following coursework must be completed: Accounting 111, 211, 212, 221 (or 112), 237, 351, and 352; Business 100, 201, 211, 221, 231, 241, 251, 261, and 271 or 272, and an approved international course; Economics 150; Mathematics 106 or 111; Communication 110; and thirty hours of graduate coursework as specified in the *Wake Forest University Graduate School of Arts and Sciences Bulletin.*

For the master of science in accountancy with an undergraduate major in finance, the following coursework must be completed: Accounting 111, 211, 212, 221 (or 112), 237, 351, and 352; Business 100, 201, 211, 221, 231, 232, 233 or 234 or 235 or 236, 238, 241, 251, 261, 271 or 272, and an approved international course; Economics 150; Mathematics 106 or 111; and Communication 110; and thirty hours of graduate coursework as specified in the *Wake Forest University Graduate School of Arts and Sciences Bulletin.*

In addition to the courses stipulated, the student in business and accountancy also must meet the following requirements for graduation:

*(a) a minimum of 112 hours for the four-year majors and 112 hours plus 30 graduate hours for the master's program, including the basic and divisional requirements established by Wake Forest College;*
*(b) a minimum grade point average of 2.0 on all work attempted at Wake Forest;*
*(c) a minimum grade point average of 2.0 on all work attempted at other institutions; and*
*(d) an overall 2.0 grade point average on all business and accountancy courses.*

### *Senior Honors Program*

Calloway School students (exclusive of mathematical business majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school are graduated with the designation "Honors in Accountancy," "Honors in Business," or "Honors in Finance." For additional information, interested students should consult a member of the faculty of the Wayne Calloway School of Business and Accountancy.

Mathematical business majors with a grade point average of at least 3.0 on all college work and a minimum grade point average of 3.5 in the major are invited to apply for admission to the honors program in mathematical business. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school and the mathematics department are graduated with the designation "Honors in Mathematical Business." For additional information, interested students should consult a member of the faculty of the mathematics department or the Wayne Calloway School of Business and Accountancy.

### *Beta Gamma Sigma, National Honor Society*

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper five percent of the junior class or the upper ten percent of the senior class.

## *Courses of Instruction*

### *Business*

**100. Calloway Requisite Integrated Study Program.** (1.5) Provides students with an awareness of the fundamental objectives of business organizations and the environments in which they operate, in order to provide a common foundation for an integrated study of business disciplines. In addition, students develop knowledge and basic skills of business software applications including spreadsheets, business presentation graphics, and databases. Closed to freshmen and seniors. P or C—Accounting 111.

**101S. Introduction to Business Software.** (1.5h) This experiential course provides students with basic skills in business software. The class focuses on software for presentations, spreadsheets, and databases. In addition, students are familiarized with databases provided through the library and through the Internet that facilitate their ability to do research. This course does not count towards a Calloway major. *Summer only.*

**181. Field Study.** (1h) Directed field study in specialized areas of business. P—Business 100 and Accounting 111. POI.

**201. Quantitative Analysis I.** (3h) This course emphasizes the understanding and application of quantitative tools used in the business decision-making process. Specific issues covered include collection and presentation of data, sampling, and inferences. P—Business 100.

**202. Quantitative Analysis II.** (3h) This course emphasizes the understanding and application of quantitative tools for data analysis and managerial decision-making. Specific topics include such statistical tools as Chi-Square methods, analysis of variance and regression. Management science tools include statistical decision theory and some deterministic optimization models such as linear programming and its various extensions. Application of these methods to the analysis of decisions from various functional areas of business is an important component of the course. P—Business 201.

**209. Seminar: Contemporary Issues in Business.** (3h) The course examines current business issues using the theory and practices covered in the core courses. Topics may include recent

global business events and policies, corporate takeovers and restructurings, business aspects of health care, workplace issues, the relationship of government and business decisions, among others. The topics discussed change each semester reflecting the important issues at that time. P—Senior status and POI.

**211. Organizational Theory and Behavior.** (3h) This course focuses on the behavior, structure, and processes within organizations. Emphasis is on developing knowledge and skills regarding the role of individuals and groups within organizations, as well as organizational dynamics.

**212. Human Resource Management.** (3h) This course focuses on important human resources management (HRM) skills that are frequently used by general managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of general managers' HRM responsibilities, and skilled in HRM applications as prospective managers. P—Business 211.

**213. Entrepreneurship.** (3h) This course exposes students to multiple facets of entrepreneurship and teaches about creating new ventures in a very hands-on fashion. A broad range of ideas, readings, and cases enable students to understand characteristics of successful new business startups and convey the essence of working in ambiguous and highly-charged environments. The course focuses on three areas that define successful entrepreneurial pursuit: opportunities, management, and the deal. Guest speakers present views of entrepreneurial organizations from real experiences—startup, financing, legal, transition, failure, etc. The highlight of the course is the completion of a team-developed business plan for a new venture. P—Business 211, 221, and 231, or POI.

**215. Seminar in Comparative Management.** (1.5h, 3h) This course deals with the global issues in management. Particular emphasis is placed on the different management philosophies and styles practiced by managers in an international context. The course is conducted in a seminar format and focuses on the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and their employees' behavior. P—Business 211.

**216. Management in the Nonprofit and Public Sectors.** (1.5h) This seminar focuses on the comparisons and contrasts of management across the nonprofit, public, and private sectors. The course uses a seminar format and a "real-world" approach. P—Senior standing. *(One-half of enrollment spaces are available for non-Calloway School students.)*

**217. Change Management.** (3h) This course focuses on the processes of change and reorganization in organizations. The overall course objective is to help students develop skills and knowledge that allow them to assess the necessity for organizational change, identify factors that facilitate or impede successful change, and initiate and implement change in organizations. P—Business 211.

**221. Principles of Marketing.** (3h) Investigates the means by which firms create, maintain, and improve relationships with customers through the development of strong brands and effective marketing programs. Emphasizes the application, rather than the acquisition, of marketing knowledge. Explores how the four Ps—product, price, place, and promotion—can be used to solve problems, exploit opportunities and meet challenges in the global marketplace. Discussions, cases, objective tests, in-class exercises and a marketing campaign project

are among the instructional methods used. P—Economics 150, Business 100, and Accounting 111, or POI.

**222. Global Marketing Strategy.** (3h) Builds on Business 221 to explore strategic issues in the global marketplace in greater depth through intensive examination of cases from consumer and industrial markets; product and service businesses; and for-profit and nonprofit organizations. Analyzes social, cultural, economic, legal, and political factors present in the global marketplace and their impact on planning and implementing marketing strategy. Focuses on building analytical and decision-making skills. Objective is to ensure students understand the key role of marketing strategy in achieving and maintaining competitive advantage in an ever-changing, increasingly complex global business environment. P—Business 221.

**223. Selected Topics in Marketing.** (3h) An intensive study of one or more major topics in marketing. The nature of topics varies with each course offering depending upon prevalent issues in the marketplace. P—Business 221.

**224. Marketing Research.** (3h) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

**225. Consumer Behavior.** (3h) Focuses on understanding the customers/consumers/buyers/clients/patients/patrons without whom marketing and business cannot survive. Examines consumer motivations, influences, decision-making processes and behaviors as they relate to the development of competitive marketing strategy. Discussions, mini-cases, in-class exercises, and a project are among the instructional methods used in the course. P—Business 221 or POI.

**227. Marketing Communications.** (3h) Designed for students whose career plans involve making strategic marketing decisions. Emphasizes ways to foster relationships with consumers by establishing a dialogue through advertising, consumer and trade promotions, the Internet, direct mail, publicity, packaging, point of sale material and event sponsorship. Discussions, cases, in-class exercises, oral presentations, and a marketing communications campaign project are among the instructional methods used in the course. P—Business 221.

**228. Sports Marketing.** (3h) This course focuses on the application of the strategic marketing process to the rapidly growing sports industry. Varied elements of the industry are examined: understanding the sports consumer; marketing and media; advertising and communication; promotion and special events; licensing; and corporate sponsorships. Current research, including gender-specific marketing, using athletes as endorsers, segmenting the sports market, measuring value of sponsorship, and the impact of technology on sports are covered. P—Economics 150 or equivalent.

**231. Principles of Finance.** (3h) A survey course examining the fundamentals of financial decision-making and including topics such as the time value of money, security valuation (corporate debt and equity pricing), risk and return, financial statement analysis, capital budgeting, and the cost of capital. Financial decision-making is developed within the context of domestic and international institutions and markets. P—Accounting 111, P or C—Economics 150.

232. Advanced Financial Management. (3h) The course provides and in-depth examination of the complexities of valuation and stresses practical applications of financial decision making. Topics include: strategic capital budgeting with managerial flexibility (real options), cost of capital determination, firm valuation, working capital management, financial statement forecasting (pro forma analysis), risk analysis, and financial restructuring. The class incorporates electronic spreadsheet applications in problem solving and financial modeling. P—Business 231.

233. Investment Analysis. (3h) Equity market analysis course where students are exposed to portfolio development and analysis, valuation of equity securities, and selection of equity securities for portfolio construction. P or C—Business 232 or POI.

234. International Finance. (3h) The course examines the impact of international financial economics on markets and the management of both domestic and multinational firms. Emphasis is placed upon institutional and environmental factors influencing trade, foreign exchange, and capital acquisition and allocation. P—Business 232 or POI.

235. Fixed-Income Securities and Financial Institutions. (3h) A thorough examination of fixed-income securities, their sensitivity to changes in interest rates, and the impact of imbedded options and credit risk. This course also explores the role of financial intermediaries in a free market economy and the functions of financial institutions within money and capital markets. Special topics may include interest rate risk management techniques, fixed-income portfolio management, and hedging financial risks. P—Business 232 or POI.

236. Financial Derivatives. (3h) Futures, options, and swaps are the three most important types of financial derivatives, and they are linked by a common pricing framework. This course emphasizes the use of these derivatives in risk management but includes speculative strategies that can be implemented with derivatives. P—Business 232 or POI.

238. Integrative Financial Decision Making. (2h) As the capstone course for finance majors, this class applies the skills learned in prior courses to develop a chief financial officer's view of business. Students analyze cases and grapple with problems and issues in the business media. P—Business 232 and a least one of the following: Business 233, 234, 235, 236.

241. Production and Operations Management. (3h) This course introduces the basic concepts of operations strategy and operations planning in support of the business strategy of the firm. Topics include: operations strategy, quality management, project planning and control, capacity planning, location, layout, demand forecasting, supply chain management, aggregate planning, production scheduling, and inventory systems. P—Business 201.

243. Management of Technology and Innovation. (3h) This course explores the management challenges and opportunities created by emerging new technologies including both product and process technologies. Major themes of the course include (1) how pioneering firms manage the initial exploitation of new technologies to create business value and establish a competitive advantage through new product development or new process development and (2) how established firms cope with an emerging technology that threatens to diminish their competitive advantage or displace demand for products and services. This course deals with managerial rather than technical choices. P—Business 211, 221, 231 and 251, or POI.

251. Management Information Systems. (3h) An introduction to the business issues associated with information systems, designed to provide a broad perspective for utilizing and

managing an organization's information resources. Frameworks are presented for understanding the placement and relationship of different types of information systems within an organization. The course includes an overview of computing technology currently used in business organizations, techniques for developing and implementing information systems, advanced applications of information technology, and the strategic implications of information systems and technology for business. P—Business 100.

**253. Selected Topics in Information Systems.** (3h) An in-depth study of contemporary issues in the field of information systems that are not covered in other information systems courses. Content varies. P—Business 251 or POI.

**258. The Management of Telecommunications.** (3h) Driven by increasingly global and mobile computing environments, the course addresses the technical underpinnings of telecommunications, but does so within a business context. Several telecommunications models and networks are examined in detail. Special attention is paid to Internet-based communications. Emphasis is placed upon management of the telecommunications infrastructure and associated projects. The impact of legislation and regulation in a global environment also is addressed. P—Business 256 or POI.

**259. Managing the IT Resource.** (3h) The course develops in students the ability to critically evaluate the technological and competitive landscape and to identify opportunities to leverage information technology toward competitive advantage. Special emphasis is placed upon developing the ability to identify emerging and emergent technologies, to evaluate their strategic value to the firm and to then communicate the results of this analysis in a rigorous, professional and understandable fashion to business units and senior management. P—Business 258 or POI.

**261. Legal Environment of Business.** (3h) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is on how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes substantive areas such as torts and government regulation of the employment relationship, the competitive marketplace and the environment. P—Accounting 111.

**262. Business Law.** (3h) A study of substantive law topics applicable to business transactions including contracts, agency, property, the UCC and business organizations with an emphasis on how these subjects intersect with the functional areas of business and affect managerial decision-making. P—Business 261.

**265. Ethics and Business Leadership.** (3h) An interdisciplinary exploration of ethics applied to business. The lecture, readings, and case-based approach introduces the necessary background information and then utilizes examples of ethical and unethical situations to develop an understanding of how an efficient and effective business can also be ethical. *(One-half of enrollment spaces are available for non-Calloway School students.)* P—Junior or senior standing.

**271. Strategic Management.** (3h) This course focuses on the derivation of competitive advantage by organizations. The course emphasizes the activities of general managers who are responsible for the shape, character, and overall direction of the total enterprise. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the strategic basis upon which the firm should compete, formulating and

implementing integrative action plans which enhance performance, and strategic leadership. Emphasis is placed on applying principles of competitive analysis and strategic planning to case studies of domestic situations, diversification, globalization, and corporate turnaround. P—Business 211, 221, and 231. P or C—Business 241.

**272. Strategic Management in Entrepreneurial Firms.** (3h) This course focuses on the creation and management of strategy in entrepreneurial firms. Core foundational concepts in strategic management are critically examined in the context of entrepreneurial firm settings. Emphasis is placed on applying principles of competitive analysis and strategic planning using case studies of startups, fast-growth firms, young firms in rapidly-changing industries, and firms confronting early organizational life cycle problems. Unique strategy issues confronted by firms in electronic commerce, technology, and other fast-paced industries are considered. P—Business 211, 221, and 231. P or C—Business 241.

**281. Individualized Reading and Research.** (1h, 2h, 3h) Directed study in specialized areas of business. P—POI.

**282. Management in the Visual Arts.** (3h) This course is taught by faculty from the Calloway School and the art department. It provides both art and business students with the essential skills, pragmatic experiences, and a conceptual framework for understanding the role the visual arts play within the national and international economies. Students receive preparation for involvement in art galleries, auction houses, museums, and publishing, as well as for contributions to various boards and organizations that commission or purchase works of art. The marketing, financial, legal, and strategic aspects of art management are explored. Emphasis is placed on dialogue between art majors and business majors enrolled in the course. The course includes field study in at least one major metropolitan area for the purpose of gaining intensive exposure to professional arts management. The field study is required, but the majority of travel costs are covered by the University. Also listed as Art 297. *(One half of enrollment spaces are available for students who have been accepted into the Calloway School; the remaining half of the spaces are available to declared art majors with junior standing or higher.)* P—Junior or senior standing and POI.

**290. International Business Study Tour.** (3h) An experiential learning course which provides students with an exposure to and understanding of global operations in foreign settings. Each of the functional areas of business (marketing, operations, finance, human resources management, information systems, and strategic management) are covered through various site visits and presentations in selected foreign countries. Background readings and assignments appropriate to business or finance majors are required. P—POI. *Taught overseas in the summer.*

**292. Seminar in Mathematical Business Analysis.** (3h) This seminar provides mathematical business majors with a forum where they can actually see how the mathematical, statistical and computer techniques can be brought to bear on many business problems in a variety of business functions. Emphasis is more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details. Critical and reflective thinking about models and translation of their results into management action that will add value to a process or a system is a major objective. Another objective of the seminar is to foster group work and the sharpening of presentation skills. P—Business 211, 221, 231, 241, and Mathematics 256, 353.

**293. Principles of Risk Management.** (1.5h) Risk management continues to evolve as an important area of study within the field of finance. This course is intended to assist the student in identifying and analyzing risk and in managing it through a variety of mechanisms. Techniques such as loss control, risk retention, and risk transfer are discussed. This course is a prerequisite to Business 294. P—Junior or senior standing.

**294. Applied Risk Management.** (1.5h) Professional risk management field work, under the direction of a faculty member. Students gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is placed upon analysis, decision-making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve problems. P—Business 293, POI, and senior standing.

**295. Summer Management Program.** (6h) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. Special application and admission procedures. *Offered only in the summer and open only to junior and senior liberal arts majors.*

**296. Seminar in Fundamentals of Business.** (4.5h) A study of the various functional areas of business, including finance, information systems, management, marketing, production, and strategic planning. P—Admission to master of science in accountancy program. *Offered only in the summer.*

**297S. SportsCOM.** (6h) A study of the concepts, operations, and management associated with the sports industry. Students will be introduced to such areas as the foundation of sports management, sociology of sports, sports marketing, psychology of coaching, sports economics and finance, ethics in management of sports organizations, legal issues in sports management, athletics administration, facilities management, and the strategic management of sports organizations. Students may not receive credit for both Business 295 and Business 297S. Special application and admission procedures. *Offered only in the summer with preference to rising seniors. Enrollment is not limited to Calloway students. One-half of enrollment spaces are available for student athletes and one-half for non-student athletes with sport experience.*

**338. Financial Statement Analysis.** (1.5h) A study of the techniques used to analyze and interpret the information in corporate financial statements. Emphasis is placed on (1) accounting methods used in the preparation of financial statements, (2) implications of management's accounting choices for evaluation of corporate performance by creditors and investors, and (3) linkages among financial statement items. P—Business 231 and Accounting 212.

### *Accountancy*

**111. Introductory Financial Accounting.** (3h) An introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities. Sophomore standing.

**112. Introductory Management Accounting.** (3h) A study of the concepts fundamental to management accounting which aid in decision-making, performance evaluation, and planning and control. The topics covered include product costing systems, budgeting,

differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. Credit not allowed for both 112 and 221. P—Minimum of C in Accounting 111.

**211. Financial Accounting Theory and Problems I.** (4h) A study of the conceptual framework underlying financial accounting in the United States as well as the financial accounting standards setting process and the basic corporate financial statements. Financial accounting and reporting issues associated with receivables, inventories, property, plant, and equipment, and intangible assets are also examined. P—Business 100 and minimum of C in Accounting 111.

**212. Financial Accounting Theory and Problems II.** (4h) An examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, stockholders' equity, dilutive securities and earnings per share, investments in debt and equity securities, pensions and postretirement benefits, leases and the statement of cash flows. P—Minimum of C in Accounting 211.

**221. Introductory Management Accounting.** (3h) A study of the concepts fundamental to management accounting which aid in decision-making, performance evaluation, and planning and control. The topics covered include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. Credit not allowed for both 112 and 221. P—Minimum of C in Accounting 111.

**237. Taxes and Their Role in Business and Personal Decisions.** (3h) Review of legal and accounting concepts associated with the federal taxation of personal income. Topics examined include the regular and alternative minimum tax models as well as gross income, capital gains, property transactions, deductions, and credits. P or C—Accounting 211 or POI.

**290. International Accounting.** (3h) An experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students participate in a study tour of several selected countries and gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments appropriate to accounting or finance majors are required. P—Accounting 211 and POI. *Taught overseas in the summer.*

**351. Accounting Information Systems.** (3h) A study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is on the necessary controls for reliable data. P—Admission to MSA program, minimum of C in Accounting 211 and Business 251.

**352. Introduction to Auditing.** (4h) An examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting. P—Admission to the MSA program, minimum of C in Accounting 211; C—Accounting 351 or POI.

**378. Individualized Reading and Research.** (1h, 2h, 3h) Directed study in specialized areas of accountancy. P—POI.

**390. Professional Accounting Internship.** (6h) Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework in the fifth year. P—Admission to MSA program and POI. *Pass/Fail.*

## *All Schools—Fall 2004*

| | Men | Women | Total |
|---|---|---|---|
| Undergraduate Schools | 2,033 | 2,095 | 4,128 |
| The Graduate School *(Reynolda Campus)* | 181 | 241 | 422 |
| The Graduate School *(Bowman Gray Campus)* | 99 | 145 | 244 |
| The School of Law | 277 | 218 | 495 |
| Divinity School | 50 | 46 | 96 |
| Babcock Graduate School of Management | 412 | 144 | 556 |
| The Wake Forest School of Medicine *(Includes Allied Health)* | 285 | 278 | 563 |
| **University Totals** | **3,337** | **3,167** | **6,504** |

## *Geographic Distribution—Undergraduates*

*By State (2004-05 Academic Year)*

| | | | | | |
|---|---|---|---|---|---|
| Alabama | 51 | Kentucky | 55 | North Dakota | 2 |
| Alaska | 0 | Louisiana | 13 | Ohio | 135 |
| Arizona | 9 | Maine | 13 | Oklahoma | 12 |
| Arkansas | 9 | Maryland | 223 | Oregon | 7 |
| California | 65 | Massachusetts | 133 | Pennsylvania | 230 |
| Colorado | 28 | Michigan | 19 | Rhode Island | 17 |
| Connecticut | 107 | Minnesota | 17 | South Carolina | 123 |
| Delaware | 21 | Mississippi | 3 | South Dakota | 2 |
| District of Columbia | 10 | Missouri | 28 | Tennessee | 94 |
| Florida | 219 | Montana | 2 | Texas | 198 |
| Georgia | 235 | Nebraska | 3 | Utah | 3 |
| Hawaii | 2 | Nevada | 4 | Vermont | 9 |
| Idaho | 6 | New Hampshire | 20 | Virginia | 202 |
| Illinois | 65 | New Jersey | 229 | Washington | 17 |
| Indiana | 30 | New Mexico | 4 | West Virginia | 20 |
| Iowa | 11 | New York | 146 | Wisconsin | 14 |
| Kansas | 20 | North Carolina | 1,169 | Wyoming | 6 |

*Countries Represented (2004-05 Academic Year)*

| | | |
|---|---|---|
| Bermuda | Israel | Panama |
| Bolivia | Italy | South Africa |
| Canada | Japan | Spain |
| Ecuador | Korea | Sweden |
| France | Kuwait | Taiwan |
| Germany | Lithuania | Trinidad and Tobago |
| Guatemala | Malawi | United Kingdom |
| India | Netherlands | Vietnam |
| | | Yugoslavia (former) |

**Total International Students: 51**

# *Governing and Advisory Boards*

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Arthur N. Pittman, Winston-Salem, NC, Assistant Secretary

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William W. Webb, Chapel Hill, NC

*Terms Expiring June 30, 2006*

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Debra Lee, Darien, CT
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Zachary Tate, Blowing Rock, NC
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*Terms Expiring June 30, 2008*

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Gail Gregory, Martinsville, VA
Ashley Hairston, Charlottesville, VA
Rhoda Juckett, Charlotte, NC
Page Laughlin, Winston-Salem, NC
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Jack Lowden, Greenwich, CT
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Gererdus Vos, Greensboro, NC

*years following name indicate year of hire/year of appointment to current position*

## *University*

Thomas K. Hearn Jr. (1983, 1983)
BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt
— President

Nathan O. Hatch (2005, 2005)
AB, Wheaton College;
AM, PhD, Washington University (St. Louis)
— 13th President of Wake Forest University *effective July 1, 2005*

Richard H. Dean (1986, 1998)
BA, Virginia Military Institute;
MD, Medical College of Virginia
— Senior Vice President for Health Affairs and President, Wake Forest University Health Sciences

William C. Gordon (2002, 2002)
BA, MA, Wake Forest; PhD, Rutgers
— Provost

John P. Anderson (1984, 1984)
BS, MS, PhD, Georgia Tech.;
MBA, Alabama (Birmingham);
MAEd, Wake Forest
— Vice President for Finance and Administration

William B. Applegate (1999, 2002)
BA, MD, University of Louisville;
MPH, Harvard
— Dean, School of Medicine and Senior Vice President, Wake Forest University Health Sciences

Sandra Combs Boyette (1981, 1997)
BA, UNC-Charlotte; MEd, Converse;
MBA, Wake Forest
— Vice President for University Advancement

Douglas L. Edgeton (2000, 2000)
BS, Alabama (Tuscaloosa);
MBA, MPH, Alabama (Birmingham)
— Senior Vice President for Health Affairs, Finance and Administration

James Reid Morgan (1979, 2002)
BA, JD, Wake Forest
— Vice President and General Counsel

Louis R. Morrell (1995, 1995)
BS, Babson College; MBA, Massachusetts
— Vice President for Investments and Treasurer

Kenneth A. Zick (1975, 1989)
BA, Albion; JD, Wayne State;
MLS, Michigan
— Vice President for Student Life and Instructional Resources

## *College*

Deborah L. Best (1972, 2004) — Dean of the College
BA, MA, Wake Forest; PhD, UNC-Chapel Hill

Linda McKinnish Bridges (2001, 2001) — Associate Dean
BA, Meredith College;
PhD, MDiv, Southern Baptist Theological Seminary

Toby A. Hale (1970, 1997) — Associate Dean and Dean of the Summer Sessions
BA, Wake Forest; MDiv, Duke; EdD, Indiana

William S. Hamilton (1983, 1983) — Associate Dean
BA, MA, PhD, Yale

Paul N. Orser (1989, 1994) — Associate Dean and Dean of Freshmen
BS, Wake Forest; MS, PhD, Emory

W. Douglas Bland (1975, 2000) — Associate Athletic Director and Assistant to the Dean of the College
BA, MA, Wake Forest

Jane H. Caldwell (1999, 1999) — Director of Academic Counseling for Student-Athlete Services and Assistant to the Dean of the College
BA, UNC-Greensboro; MA, Wake Forest

## *Provost*

William C. Gordon (2002, 2002) — Provost
BA, MA, Wake Forest; PhD, Rutgers

Samuel T. Gladding (1990, 1998) — Associate Provost
BA, MAEd, Wake Forest;
MA, Yale; PhD, UNC-Greensboro

Mark Welker (1987, 2004) — Associate Provost for Research
BS, UNC-Chapel Hill; PhD, Florida State

## *Graduate School*

Gordon A. Melson (1991, 1991) — Dean of the Graduate School
BS, PhD, Sheffield (England)

Cecilia H. Solano (1977, 1999) — Associate Dean of the Graduate School
BA, Harvard; MA, PhD, Johns Hopkins

## *School of Law*

Robert K. Walsh (1989, 1989) — Dean of the School of Law
BA, Providence; JD, Harvard

H. Miles Foy III (1984, 2000) — Executive Associate Dean, Academic Affairs
BA, UNC-Chapel Hill;
MA, Harvard; JD, Virginia

Ann Setien Gibbs (2000, 2000) — Associate Dean, External Affairs and Administration
BS, Virginia; JD, Richmond

Deborah L. Parker (1984, 2000) — Associate Dean for Students and Professor of Legal Writing
BA, MA, UNC-Greensboro;
JD, Wake Forest

Marian F. Parker (1999, 2002)
BA, UNC-Greensboro; JD, Wake Forest; MSLS, UNC-Chapel Hill
Associate Dean for Information Services, Director of Professional Center Library, and Professor of Law

James C. Cook (1992, 1992)
BS, South Carolina; JD, Wake Forest
Director of Continuing Legal Education

Kim M. Fields (2001, 2001)
BS, Southwestern Louisiana
Director of Career Services

Jean K. Holmes (1985, 1989)
Activities Coordinator

Margaret C. Lankford (1990, 1990)
BS, UNC-Greensboro
Budget Director

Melanie E. Nutt (1969, 1984)
Director of Admissions and Financial Aid

Edward S. Raliski (1988, 1999)
BA, Wake Forest
Director of Law School Information Services

LeAnn P. Steele (1977, 1987)
BMu, Salem
Registrar

Linda J. Taylor (1983, 1985)
BS, UNC-Greensboro
Director of Professional and Public Relations

## *Babcock Graduate School of Management*

Ajay Patel (1993, 2004)
BS, St. Joseph's College; MBA, University of Baltimore; PhD, University of Georgia
Dean and Babcock Research Professor of Finance

J. Kendall Middaugh II (1987, 1999)
BBA, George Washington; PhD, Ohio State
Associate Dean of Management Education

Chet Miller (2000, 2004)
BA, PhD, University of Texas (Austin)
Associate Dean for Faculty and Alumni Affairs

Nathaniel Irvin II (2001, 2001)
BA, MA, University of South Carolina; DMA University of North Texas
Assistant Dean for MBA Student Development

Patrica B. Divine (1984, 1998)
BS, Virginia; MALS, Wake Forest
Assistant Dean of External Relations and Program Development

Daniel S. Fogel (2003, 2003)
BS, MA, Pennsylvania State; PhD, University of Wisconsin
Assistant Dean and Dean of Charlotte Program

Kim Westmoreland (2003, 2003)
BA, Duke; MBA, Wake Forest
Assistant Dean for Full-time Admissions and Career Management

Kevin C. Bender (1999, 1999)
BS, Alleghany College; MBA, Wake Forest
Executive Director of Career Management Center

Jamie Barnes (1998, 1998)
AA, Wesley, Delaware; MBA Wake Forest
Director of Evening and Executive MBA Programs—Winston-Salem

Melissa N. Combes (1996, 1996)
BA, Washington College; MBA, Wake Forest
Director of MBA Development/ Babcock School/W. Calloway School

Debbie Cox (1997, 2002)
BS, Radford; MBA, Wake Forest
Director of Finance and Administration

Leslye A. Gervasi (1997, 1997)
BS, Nazareth College;
MA, State University of New York
— Director, MBA Program—Charlotte

Stacy P. Owen (1999, 2003)
BS, MS, NC State
— Director, Full-time MBA Program and Student Affairs

John Owen (1996, 1999)
BS, Wake Forest
— Director of Information Technology

## *Wake Forest School of Medicine*

Richard H. Dean (1986, 1998)
BA, Virginia Military Institute;
MD, Medical College of Virginia
— President and Chief Executive Officer

William B. Applegate (1999, 2002)
BA, MD, University of Louisville;
MPh, Harvard School of Public Health
— Senior Vice President and Dean

Douglas L. Edgeton (2000, 2000)
BS, Alabama (Tuscaloosa);
MBA, MPH, Alabama (Birmingham)
— Senior Vice President for Finance and Administration, and Chief Operations Officer

Thomas J. Pulliam (2002, 2002)
BS, Stanford;
MD, Bowman Gray School of Medicine
— Vice President for Professional Affairs

Patricia L. Adams (1979, 2005)
BA, Duke; MD, Wake Forest
— Chief of Professional Services

G. Douglas Atkinson (1994, 1994)
BS, Drake; MBA, Xavier
— Vice President for Networks

Johannes M. Boehme II (1978, 1990)
BA, Southern College; MBA, Wake Forest;
PhD, Western
— Associate Dean for Academic Computing and Information Services

J. Kevin Bokeno (1997, 2001)
BA, BS, Heidelberg College;
MS, Michigan State
— Vice President for Public Relations and Marketing

Edward Carter (1993, 1993)
BS, Western Michigan;
MS, San Diego State
— Vice President for Facilities Planning and Construction

J. Mac Ernest III (1982, 2005)
BA, William Carey College;
MD, Mississippi
— Associate Dean for Student Services

Denise Fetters (1998, 1998)
BS, Washington National
— Associate Vice President for Wake Forest University Physicians Business Operations

Michael L. Freeman (1993, 2001)
BS, Bradley;
MBA, University of Iowa
— Vice President for Strategic Planning

Terry L. Hales Jr. (1996, 2002)
BS, Appalachian State;
MBA, Wake Forest
— Vice President for Financial Planning and Chief Financial Officer

Peter R. Hoffmann (2001, 2003)
AB, MD, MPhil, Columbia
— Vice President for Clinical Operations

Ronald L. Hoth (1992, 1992) — Vice President for Human Resources
BS, Loyola College

Brenda Latham-Sadler (1990, 2002) — Assistant Dean for Student Services, Director of Minority Programs
BS, Pace; MD, Wake Forest

Douglas E. Lischke (1999, 2003) — Controller
BA, Georgia Southern; MBA, Valdosta State (Georgia)

Michael P. Lischke (2000, 2001) — Director, Northwest AHEC
BA, MPh, Emory; EdD, Temple

Paul M. LoRusso (1987, 1987) — Vice President for Information Services
BS, Syracuse; MBA, Florida State

Paula M. Means (2004, 2004) — Assistant Dean for Research
BS, Kent State; MPA, Roosevelt

Laurie Molloy (1998, 2004) — Assistant Dean for Resource Management
BS, St. Cloud State (Minnesota);
MBA, Wake Forest

Lewis H. Nelson III (1976, 1985) — Associate Dean for Medical Student Admissions
BS, NC State; MD, Wake Forest

K. Patrick Ober (1979, 2002) — Associate Dean for Education
BS, Michigan State;
MD, University of Florida College of Medicine

Patricia H. Petrozza (1984, 2001) — Associate Dean for Graduate Medical Education
BS, Chestnut Hill College;
MD, Jefferson Medical College, Thomas Jefferson

Joanne Ruhland (1988, 1988) — Associate Vice President for Governmental Relations
BS, Gardner Webb; MBA, Appalachian State

Sally A. Shumaker (1990, 2004) — Associate Dean for Research
BA, Wayne State;
MA, PhD, University of Michigan

Audrey E. Stone (2005, 2005) — Interim Vice President for Development and Alumni Affairs
BA, Regis College; MA, Penn State

Rick C. Weavil (1985, 2002) — Associate Vice President for Wake Forest University Physicians Finance
BS, UNC-Chapel Hill

E. Parks Welch III (1991, 2000) — Director, Coy C. Carpenter Library
BS, UNC-Chapel Hill; MBA, Wake Forest;
MLS, UNC-Greensboro

## *Wayne Calloway School of Business and Accountancy*

Jack E. Wilkerson Jr. (1989, 1997) — Dean of the Wayne Calloway School of Business and Accountancy
BS, Bob Jones; PhD, Texas

J. Kline Harrison (1990, 1999) — Associate Dean
BS, Virginia; PhD, Maryland

Gordon E. McCray (1994, 2002) — Associate Dean
BS, Wake Forest; MBA, Stetson; PhD, Florida State

Helen Akinc (1987, 1999) — Assistant Dean for Student Professional Affairs
BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)

Katherine S. Hoppe (1993, 1996) — Assistant Dean for Student Academic Affairs
BA, Duke; MBA, Texas Christian;
PhD, UNC-Greensboro

Terry A. Baker (1998, 1999) — Director of Graduate Studies
BA, Miami of Ohio; MS, MBA, Chicago;
PhD, Kentucky

## *Divinity School, Wake Forest University*

Bill J. Leonard (1996, 1996) — Dean of the Divinity School
BA, Texas Wesleyan; MDiv., Southwestern Baptist
Theological Seminary; PhD, Boston

Ginny Bridges Ireland (2004, 2005) — Acting Director of Admissions
BS, Georgia Southern;
MRE, Southwestern Baptist Theological Seminary

Katherine E. Amos (2002, 2002) — Associate Dean of Academic Affairs
BA, Lenoir Rhyne;
MRE, Lutheran Theological Southern Seminary;
MS, PhD, Florida State

Jill Crainshaw (1999, 2002) — Associate Dean for Vocational Formation
BA, Wake Forest; MDiv, Southeastern Baptist
Theological Seminary; PhD, Union Theological Seminary

Donna K. Haley (2002, 2002) — Registrar of the Divinity School
BS, Mercer; MBA, Georgia College & State

## *Admissions and Financial Aid*

Martha Blevins Allman (1982, 2001) — Director of Admissions
BA, MBA, Wake Forest

Tamara L. Blocker (1999, 2001) — Associate Director of Admissions and Coordinator of Admissions Technology
BS, Florida State;
MA, University of Central Florida

James F. Clarke (1999, 2001) — Associate Director of Admissions and Volunteer Programs Coordinator
BA, Wake Forest

Arron Marlowe-Rogers (2002, 2002) — Assistant Director of Admissions and Coordinator of Early Decision and Transfer Admissions
BS, JD, Wake Forest

Candice Mathis (2002, 2004) — Assistant Director of Admissions and Coordinator of Multicultural Admissions
BA, Wake Forest

Dawn E. Calhoun (1999, 1999) — Assistant Director of Admissions and Coordinator of North Carolina Admissions
BA, Wake Forest

Todd M. Achilles (2001, 2004) — Assistant Director of Admissions Marketing
BS, Wake Forest

Milesh Patel (2005, 2005) — Admissions Counselor
BA, Wake Forest

Courtney H. Pieczynski (2002, 2002) — Admissions Counselor
BA, Wake Forest

Andrew W. Rigsby (2003, 2003) — Admissions Counselor
BA, Wake Forest

William T. Wells (1997, 1997) — Director of Financial Aid
BA, Wake Forest; MAT, MEd, UNC-Chapel Hill

Thomas O. Phillips (1982, 2003) — Director of Wake Forest Scholars
BA, MA, Wake Forest; PhD, UNC-Chapel Hill

Paul M. Gauthier (2003, 2003) — Associate Director of Merit-Based Scholarships
BA, Wake Forest

Milton W. King (1992, 1997) — Associate Director of Financial Aid
BA, MBA, Wake Forest

Jonathan H. Hartness (1998, 1998) — Assistant Director of Financial Aid
BA, Southern Mississippi

Terri E. LeGrand (2005, 2005) — Assistant Director of Financial Aid
BS, Iowa State; JD, Wake Forest

Benjamin L. May (2002, 2005) — Assistant Director of Financial Aid
BA, Wake Forest

Christina V. Crisp (2004, 2004) — Financial Aid Counselor
BA, Wake Forest

Liz Coggins (2004, 2004) — Scholarship Counselor
BA, Wake Forest

Lisa A. Myers (1996, 2000) — Student Employment Coordinator

Neville G. Watkins (1998, 1998) — Assistant Director of Financial Aid
BA, Randolph-Macon Women's College;
MA, Virginia

## *Athletics*

Ron Wellman (1992, 1992) — Director of Athletics
BS, MS, Bowling Green State

Barbara Walker (1999, 1999) — Senior Associate Athletic Director/SWA
BS, MAEd, Central Missouri State

W. Douglas Bland (1975, 2000) — Associate Athletic Director for Administration and Assistant to the Dean of the College
BA, MA, Wake Forest

Barry Faircloth (2001, 2001) — Associate Athletic Director for Development
BS, Wake Forest

Craig Keilitz (1996, 2001) — Associate Athletic Director for Marketing and Promotions
BS, Central Michigan; MA, Ohio

Dwight Lewis (2000, 2000) — Associate Athletic Director for Student-Athlete Services
BA, MA, Chicago State

Dean Buchan (2000, 2000) — Assistant Athletic Director for Media Relations
BA, UNC-Wilmington

Greg Collins (1997, 1997) — Assistant Athletic Director for Sports Medicine
BS, Kansas State;
MA, University of Richmond

Samantha Huge (2002, 2002) — Assistant Athletic Director for Compliance
BA, Gordon College;
JD, Campbell

Dave Marmion (2001, 2001) — Assistant Athletic Director for Finance
BS, Wake Forest; MS, Florida State

Rebecca Ward (1967, 2001) — Assistant Athletic Director for Special Projects and Human Resources

## *Career Services*

William C. Currin (1988, 1988) — Director of Career Services
BA, Wake Forest;
BD, Southeastern Baptist Theo. Seminary

Carolyn A. Couch (1997, 2000) — Associate Director of Career Services
BS, Meredith College; MA, Appalachian State

Patrick Sullivan (1997, 2000) — Assistant Director
BA, MBA, Wake Forest

Shan Woolard (2001, 2001) — Assistant Director
BA, Salem College; MS, UNC-Greensboro

## *Chaplain's Office*

Timothy L. Auman (2003, 2003) — Chaplain
BA, Wofford College; MDiv, Duke

Rebecca G. Hartzog (1999, 1999) — Associate Chaplain and Baptist Campus Minister
BA, Samford; MDiv, Southern Baptist Theological Seminary

## *Finance and Administration*

John P. Anderson (1984, 1984) — Vice President for Finance and Administration
BS, MS, PhD, Georgia Tech.;
MBA, Alabama (Birmingham); MAEd, Wake Forest

Louis R. Morrell (1995, 1995) — Vice President for Investments and Treasurer
BS, Babson College; MBA, Massachusetts

Maureen L. Carpenter (1997, 1997) — Controller
BS, St. John Fisher College; MBA, Wake Forest

Jay Dominick (1991, 1996) — Assistant Vice President for Information Systems and Chief Information Officer
BS, UNC-Chapel Hill; MA, Georgetown;
MBA, Wake Forest

Ralph D. Pedersen (2000, 2000) — Director of Human Resources
BS, University of Utah;
MS, George Washington

William C. Sides Jr. (1994, 1994) — Director of Facilities Management
BS, NC State

## *Graylyn International Conference Center*

John Wise (2002, 2002) — General Manager
BS, University of Wisconsin

Heath Carter (1998, 2001) — Director of Sales/Marketing
BS, NC State

Scott Emerson (1995, 1995) — Manager of Finance and Administration
BS, MBA, Appalachian State

## *Information Systems*

Jay L. Dominick (1991, 1996) — Assistant Vice President for Information Systems and Chief Information Officer
BS, UNC-Chapel Hill;
MA, Georgetown; MBA, Wake Forest

Nancy R. Crouch (1992, 2001) — Assistant Chief Information Officer
BA, Virginia Tech;
MAEd, Wake Forest

Jamie L. Barras (2000, 2003) — Director of Project Management
BS, University of Richmond; MBA, Wake Forest

Anne Yandell Bishop (1981, 2001) — Director of Research and Development
BA, MA, UNC-Greensboro; MBA, Wake Forest

R. Kriss Dinkins (1990, 2003) — Director of Support and Outreach Services
BA, Wake Forest

Michael Todd Edwards (1995, 2003) — Director of Media Solutions
BS, NC State; MBA, Wake Forest

Lynda Goff (1991, 2003) — Director of Technology Initiatives
BA, Southern California (Fullerton)

John D. Henderson (1998, 1999) — Director of Administration
BBA, Campbell

Danny M. Kemp (2003, 2003) — Director of Software Solutions
BS, MBA, Mississippi State

C. Lee Norris (1995, 2003) — Director of Information Technology Infrastructure
BA, MA, South Carolina; MBA, Wake Forest

## *Institutional Research*

Ross A. Griffith (1966, 1993) — Director of Institutional Research and Academic Administration
BS, Wake Forest; MEd, UNC-Greensboro

Adam Shick (2001, 2001) — Assistant Director of Institutional Research
BS, US Merchant Marine Academy; MA, Wake Forest

## *Investments and Treasurer*

Louis R. Morrell (1995, 1995) — Vice President for Investments and Treasurer
BS, Babson College; MBA, Massachusetts

Nancy K. Cox (2000, 2003) — Assistant Treasurer—Trusts
BA, UNC-Greensboro

Craig O. Thomas (2003, 2003) — Assistant Treasurer—Endowment
BS, Alfred; MS, Syracuse

## *Legal Department*

J. Reid Morgan (1979, 2002) — Vice President and General Counsel and Secretary of the Board of Trustees
BA, JD, Wake Forest

Donna H. Hamilton (1988, 1988) — Counsel
AB, Drury; JD, Wake Forest

Anita M. Conrad (1999, 1999) — Counsel
BA, University of Akron; JD, Wake Forest

Dina J. Marty (2001, 2001) — Assistant Counsel
BA, Drake; JD, Wake Forest

K. Carter Cook (2004, 2004) — Assistant Counsel
BS, MBA, JD, Wake Forest

## *Libraries*

Lynn Sutton (2004, 2004) — Director of the Z. Smith Reynolds Library
AB, MLS, University of Michigan; PhD Wayne State

Deborah A. Nolan (1997, 2004) — Associate Director of the Z. Smith Reynolds Library
BA, Wittenberg; MLS, University of Pittsburgh

Marian F. Parker (1999, 1999) — Director of the Professional Center Library and Professor of Law
BA, UNC-Greensboro;
MSLS, UNC-Chapel Hill; JD, Wake Forest

E. Parks Welch III (1991, 2000) — Director of the Coy C. Carpenter Library
BS, UNC-Chapel Hill; MBA, Wake Foreset;
MLS, UNC-Greeensboro

## *Registrar*

Dorothy A. Sugden (1987, 1999) — Registrar
BA, Salem College; MA, Wake Forest

Donna K. Haley (2002, 2002) — Associate Registrar and Registrar of the Divinity School
BS, Mercer;
MBA, Georgia College & State

## *Student Life*

Kenneth A. Zick (1975, 1989) — Vice President for Student Life and Instructional Resources
BA, Albion; JD, Wayne State; MLS, Michigan

Harold R. Holmes (1987, 1988) — Associate Vice President and Dean of Student Services
BS, Hampton; MBA, Fordham

Mary T. Gerardy (1985, 1993) — Associate Vice President for Student Life
BA, Hiram; MEd, Kent State; MBA, Wake Forest;
MA, PhD, The Fielding Graduate Institute

Ricardo D. Hall (2000, 2003) — Associate Dean/Judicial Officer
BBA, MEd, Ohio; PhD, Clemson

James R. Buckley (1996, 2001) — Director of the Benson University Center
BS, MEd, Clemson

Timothy L. Auman (2003, 2003) — University Chaplain
BA, Wofford College; MDiv, Duke

Rebecca G. Hartzog (1999, 1999) — Associate Chaplain/ Baptist Campus Minister
BA, Samford;
MDiv, Southern Baptist Theological Seminary

William C. Currin (1988, 1988) — Director of Career Services
BA, Wake Forest;
BD, Southeastern Baptist Theo. Seminary

Carolyn A. Couch (1992, 2001) — Associate Director of Career Services
BS, Meredith College; MA, Appalachian State

Barbee Myers Oakes (1989, 1995) — Director of Multicultural Affairs
BS, MA, Wake Forest; PhD, Tennessee

Connie L. Carson (1986, 1993) — Director of Residence Life and Housing
BS, MEd, NC State; MBA, Wake Forest

Tim Burton (1993, 1996) — Associate Director of Housing
BS, MEd, University of Maryland-College Park

Donna McGalliard (2000, 2000) — Associate Director of Residence Life
BA, NC State; MEd, UNC-Greensboro;
EdD, Florida State

Tricia L. Richerson (1998, 2003) — Associate Director of Greek Affairs/ Conference Programs
BS, Murray State;
MEd, University of Louisville

Denise J. Williard (2000, 2000) — Assistant Director of Residence Life
BS, Mississippi College;
MS, Mississippi State

Michael Ford (1981, 1988) — Director of Student Development
BA, Wake Forest;
MDiv, Gordon-Conwell Theo. Seminary

Charidy Hight (2003, 2003) — Assistant Director of Student Development and Coordinator of Volunteer Services
BS, MEd, Iowa State

Cecil D. Price (1991, 1991) — Director of the Student Health Service
BS, MD, Wake Forest

Sylvia T. Bell (1981, 1988) — Associate Director for Administration, Student Health Service
RNC, N.C. Baptist Hosp. School of Nursing

Natascha L. Romeo (1990, 1990) — Health Educator
BS, South Carolina;
MEd, UNC-Greensboro

Regina G. Lawson (1989, 1992) — Chief of University Police
BS, UNC-Wilmington

Kenneth W. Overholt (1994, 1994) — Assistant Chief of University Police
BS, Michigan State; MA, Central Michigan

Marianne A. Schubert (1977, 1986) — Director of the University Counseling Center
BA, Dayton;
MA, PhD, Southern Illinois

Johnne W. Armentrout (1982, 1989) — Assistant Director of the University Counseling Center
BA, William and Mary;
MAEd, Wake Forest

Van D. Westervelt (1998, 1998) — Director of the Learning Assistance Center
BS, University of Maryland (College Park);
MA, UNC-Chapel Hill; MS, Duke;
PhD, UNC-Chapel Hill

Michael P. Shuman (1997, 1997) — Assistant Director of the Learning Assistance Center
BA, Furman;
MEd, University of South Carolina

## *Summer Session*

Toby A. Hale (1970, 1997) — Dean of Summer Sessions and Associate Dean of the College
BA, Wake Forest; MDiv, Duke; EdD, Indiana

## *University Advancement*

| | |
|---|---|
| Sandra Combs Boyette (1981, 1997)<br>BA, UNC-Charlotte; MEd, Converse;<br>MBA, Wake Forest | Vice President for University Advancement |
| Mark Lee Aust (1994, 1998)<br>BS, MBA, Wake Forest | Director of Wake Forest Clubs |
| Robert T. Baker (1978, 1991)<br>BA, MS, George Peabody (Vanderbilt) | Assistant Vice President and<br>Director of Development |
| Maggie Barrett (2004, 2004)<br>BA, Mary Washington College | Media Relations Officer |
| Kenneth S. Bennett (1997, 1997)<br>BA, William and Mary | University Photographer |
| James R. Bullock (1985, 1997)<br>BA, MBA, Wake Forest | Assistant Vice President and<br>Director, The Campaign for Wake Forest |
| Gene T. Capps (2002, 2002)<br>BA, MA, UNC-Chapel Hill | Executive Director,<br>The Wake Forest College Birthplace Society Inc. |
| Betsy Chapman (1999, 1999)<br>BA, MA, Wake Forest | Director of Alumni and Parent Programs |
| Cathy B. Chinlund (1986, 1998)<br>BS, East Carolina | Director of Advancement Records and<br>Technology Operations |
| Mary Dawne Clark (1999, 2005)<br>BA, Wake Forest | Director of Annual Support/College Fund |
| Emily Cockerham (2000, 2000)<br>BA, Wake Forest | Associate Director of the College Fund |
| Melissa N. Combes (1996, 1996)<br>BA, Washington College; MBA, Wake Forest | Director of Development/<br>Babcock School/W. Calloway School |
| Kevin P. Cox (1990, 1998)<br>BA, Texas A&M Commerce;<br>MA, Wake Forest | Assistant Vice President for Public Affairs and<br>Director of Media Relations |
| David Davis (1998, 1998)<br>BA, Wake Forest | Technical Development Manager |
| Vada Lou Earle (1999, 1999)<br>BA, Wake Forest; MS, Russell Sage College | Travel and Reunion Director |
| Mary Margaret Evans (2005, 2005)<br>BA, University of Missouri | Director of Corporate and Foundation Relations |
| Mary Craven Hines (2003, 2005)<br>BA, Wake Forest | Assistant Director of Constituent Relations |
| Anne K. Hodges (1987, 1999) | Director of Campaign Administration |
| Shelley S. Holden (2004, 2004)<br>BA, JD, Wake Forest | Assistant Director of Development and<br>Alumni Relations/School of Law |
| Kerry M. King (1989, 2001)<br>BA, Wake Forest | Associate Director of Creative Services |
| Jessica Koman (2002, 2002)<br>BFA, Maryland Institute College of Art | Senior Graphic Designer |
| Sarah Wall Lucy (2003, 2003)<br>BA, Wheaton College; MBA, Wake Forest | Assistant Director of Development and<br>Alumni Relations/Babcock School |

Holly H. Marion (2004, 2004)
BA, East Carolina; MA, UNC-Charlotte
Director of Development and Alumni Relations/ School of Law

Joy L. Martin (2001, 2001)
BS, High Point
Manager of Prospect Research

Benjamin May (2002, 2005)
BA, Wake Forest
Assistant Director of Development and Alumni Relations/Calloway School

Jacob McConnico (2002, 2002)
BA, UNC-Chapel Hill
Media Relations Officer

Brad McIlwain (1999, 1999)
BA, Guilford
Major Gifts Officer

Minta A. McNally (1978, 1997)
BA, Wake Forest
Assistant Vice President and Director of Alumni Activities and Volunteer Programs

Kelly Meacham (2003, 2003)
BS, Wake Forest
Assistant Director of the College Fund

Cameron Meador (2003, 2003)
BA, MAEd, Wake Forest
Director of Gift Stewardship

Robert D. Mills (1972, 1997)
BA, MBA, Wake Forest
Associate Vice President for University Advancement

Allen H. Patterson Jr. (1987, 1987)
BS, Wake Forest
Director of Planned Giving

Cherin C. Poovey (1987, 2003)
BA, UNC-Chapel Hill
Assistant Vice President and Director of Creative Services

Jennifer Richwine (1999, 1999)
BA, Wake Forest
Director of Special Events and Constituent Relations

William T. Snyder (1989, 1998)
BA, Wake Forest
Director of Advancement Technologies

Loyd Wade Stokes Jr. (1997, 1997)
BA, Wake Forest
Director of Development/ Divinity School

Michael Strysick (1999, 1999)
BA, University of Minnesota;
MA, PhD, Binghamton
Director of Communication

Cheryl V. Walker (1989, 1998)
BA, Wake Forest
Associate Director of Media Relations

Lloyd A. Whitehead (1995, 1998)
BA, Central Florida
Director of Electronic Communication

Tammy Wiles (1991, 1998)
BS, High Point
Assistant Director of Advancement Records and Technology Operations

## *Wake Forest University Theatre and Dance*

John E. R. Friedenberg (1988, 1998)
BA, Wake Forest; MFA, Carnegie-Mellon
Director of the University Theatre

R. Trevor Anderson (2002, 2002)
BA, Lynchburg College
Technical Director

Nina Maria Lucas (1996, 1996)
BFA, Ohio State; MFA, UCLA
Director of Dance

Leslie Collins (2001, 2001) — Audience Services Coordinator

Lisa Weller (1993, 1993) — Costume Studio Supervisor
BFA, NC School of the Arts

## *Other Administrative Offices*

Stephen Whittington (2002, 2002) — Director of the Museum of Anthropology
AB, University of Chicago; MA, PhD, Penn State

C. Kevin Bowen (1994, 1996) — Director of Bands
BS, Tennessee Tech; MM, Louisville;
PhD, Florida State

Paul Bright (2004, 2004) — Assistant Gallery Director
BFA, University of South Carolina

Victor Faccinto (1978, 1978) — Director of the Hanes Art Gallery
BA, MA, California State (Sacramento)

Mark E. Good (1995, 2005) — Associate Compliance Officer
BS, MBA, Wake Forest

Brian Gorelick (1984, 1984) — Director of Choral Ensembles
BA, Yale; MM, Wisconsin (Madison);
DMA, Illinois

R. Kent Greer (2001, 2001) — International Student Adviser
BA, MA, Baylor

Leigh Hatchett (1999, 1999) — Study Abroad Adviser
BA, Wake Forest

Peter D. Kairoff (1988, 1995) — Coordinator of the Venice Program
BA, California (San Diego);
MM, DMA, Southern California

Doris A. McLaughlin (2000, 2000) — Director of Equal Opportunity
BS, NC Central; MPA, UNC-Charlotte

Paul N. Orser (1989, 1998) — Coordinator of the London Program
BS, Wake Forest; MS, PhD, Emory

Lillian Shelton (1985, 1998) — Director of the Secrest Artists Series
BA, St. Andrews College

Martine Sherrill (1985, 1989) — Visual Resources Librarian and Curator of Print Collection
BFA, MLS, UNC-Greensboro

Ross Smith (1984, 1984) — Debate Coach
BA, Wake Forest

Pia Christina Wood (1999, 1999) — Director of International Studies
BA, College of William and Mary;
MIBS, University of South Carolina;
MA, University of New Mexico;
PhD, Graduate Institute for International
Studies, Geneva, Switzerland

DATE FOLLOWING NAME INDICATES YEAR OF APPOINTMENT.

Helen W. Akinc (1987)
BA, UNC-Chapel Hill;
MBA, SUNY (Binghamton)
Instructor in Business
(W. Calloway School of Business and Accountancy)

Umit Akinc (1982)
BS, Middle East Tech. (Ankara);
MBA, Florida State;
PhD, UNC-Chapel Hill
Thomas H. Davis Chair of Business
(W. Calloway School of Business and Accountancy)

Jane W. Albrecht (1987)
BA, Wright State; MA, PhD, Indiana
Associate Professor of Romance Languages
(Spanish)

George R. Aldhizer III (2001)
BS, BA, University of Richmond;
PhD, Texas Tech
Associate Professor of Accountancy
(W. Calloway School of Business and Accountancy)

Rebecca W. Alexander (2000)
BS, University of Delaware;
PhD, University of Pennsylvania
Assistant Professor of Chemistry

Brian Allen (1977)
BA, East Anglia; MA, PhD, London
Lecturer in Art History (London)
(Department of Art, Part-time)

Edward E. Allen (1991)
BS, Brigham Young;
MA, PhD, California (San Diego)
Associate Professor of Mathematics

David J. Anderson (1992)
BA, Denison; MS, Michigan;
PhD, Pennsylvania
Professor of Biology

John P. Anderson (1984)
BS, MS, PhD, Georgia Tech;
MBA Alabama (Birmingham); MAEd, Wake Forest
Professor of Counseling

Paul R. Anderson (1990)
BS, Wisconsin (Madison);
MA, PhD, California (Santa Barbara)
Professor of Physics

Sharon Andrews (1994)
BA, UNC-Chapel Hill; MFA, UNC-Greensboro
Associate Professor of Theatre

John L. Andronica (1969)
BA, Holy Cross; MA, Boston College;
PhD, Johns Hopkins
Professor of Classical Languages

Maya Angelou (1982)
LittD, Smith, Lawrence, Columbia College
(Chicago), Atlanta, Wheaton;
LHD, Mills, Wake Forest, Occidental,
Arkansas, Claremont, Kean
Reynolds Professor of American Studies

Elizabeth M. Anthony (1998)
BA, Duke; MA, PhD, UNC-Chapel Hill
Lecturer in Romance Languages
(French)

Leslie Armeniox (2004)
MA, Hahnemann Medical College;
PhD, UNC-Greensboro
Adjunct Assistant Professor of Counseling (Fall 2004)

Johnne Armentrout (1989)
BA, William & Mary; MAEd, Wake Forest
Instructor in Counseling

Thomas A. Arcury (1999)
BA, Duquense;
MA, PhD, University of Kentucky
Adjunct Professor of Anthropology

Miriam A. Ashley-Ross (1997)
BS, Northern Arizona;
PhD, University of California (Irvine)
Associate Professor of Biology

Jorge Avilés-Diz (2004)
BA, MA, Universidad de Salamanca, Spain
Instructor in Romance Languages

James F. Baker III (2004)
BS, Appalachian State; MA, Webster
Assistant Professor of Military Science

R. Scott Baker (2001)
BA, Evergreen State College;
MA, Tufts; PhD, Columbia
Assistant Professor of Education

Terry A. Baker (1998)
BA, Miami; MS, University of Illinois;
MBA, University of Chicago
PhD, University of Kentucky
PricewaterhouseCoopers Faculty Fellow and Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)

Wanda Balzano (2004)
BA, MA, University of Naples, Italy;
MA, PhD, University College, Dublin
Visiting Assistant Professor of Women's and Gender Studies (Fall 2004)

Sarah E. Barbour (1985)
BA, Maryville; Diplôme de Langue et de Civilisation Françaises, Paris;
MA, PhD, Cornell
Associate Professor of Romance Languages (French)

Adrian Bardon (2002)
BA, Reed College; MA, University of Washington;
PhD, University of Massachusetts (Amherst)
Assistant Professor of Philosophy (Leave, Fall 2004)

James P. Barefield (1963)
BA, MA, Rice; PhD, Johns Hopkins
Wake Forest Professor Emeritus of History (Part-time)

Bernadine Barnes (1989)
BA, Illinois (Urbana-Champaign);
MA, Pittsburgh; PhD, Virginia
Associate Professor of Art

Phillip G. Batten (1991)
BA, PhD, UNC-Chapel Hill;
MA, Yale Divinity School; MA, Wake Forest
Adjunct Assistant Professor of Psychology (Part-time)

H. Kenneth Bechtel (1981)
BA, MA, North Dakota;
PhD, Southern Illinois (Carbondale)
Associate Professor of Sociology

Robert C. Beck (1959)
BA, PhD, Illinois
Professor of Psychology

Reda Bedeir (2004)
BA, MA, Ain Shams;
PhD, Al-Azhar
Visiting Egyptian Fulbright Scholar (Fall 2004)

S. Douglas Beets (1987)
BS, Tennessee;
MAcc, PhD, Virginia Poly. Inst. & SU
Professor of Accountancy
(W. Calloway School of Business and Accountancy)

Margaret C. Bender (2000)
BA, Cornell; MA, PhD, University of Chicago
Z. Smith Reynolds Foundation Fellow
and Associate Professor of Anthropology

Justin Bennett (2004)
BA, MA, Miami
Instructor in Romance Languages

Kenneth S. Berenhaut (2000)
BA, MS, University of Manitoba (Canada);
MA, PhD, Georgia
Sterge Faculty Fellow and
Assistant Professor of Mathematics

Donald B. Bergey (1978)
BS, MA, Wake Forest
Instructor in Health and Exercise Science
(Part-time)

Michael J. Berry (1985)
BS, Jacksonville State;
MA, Southeastern Louisiana; PhD, Texas A&M
Professor of Health and Exercise Science

Deborah L. Best (1972, 1978)
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill
Wake Forest Professor of Psychology

Zanna Beswick (1987)
BA, Hons, Bristol (England)
Lecturer in Theatre (London)

Ulrich Bierbach (1999)
MS, PhD, University of Oldenburg (Germany)
Assistant Professor of Chemistry

Wayne R. Bills (2001)
BA, Brigham Young; MA, Washington State
Adjunct Instructor in Communication

Janice Blackburn (1996)
BS, Campbell; MA, Wake Forest
Instructor in Mathematics

Robert R. Bliss (2004)
BS, Purdue;
MBA, PhD, University of Chicago
F.M. Kirby Chair of Business Excellence
(W. Calloway School of Business and Accountancy)

Terry D. Blumenthal (1987)
BS, Alberta (Edmonton); MS, PhD, Florida
Professor of Psychology

Ronald Bobroff (2001)
BA, University of Pennsylvania;
MSc, London School of Economics; MA, PhD, Duke
Visiting Assistant Professor of History

Sylvain H. Boko (1997)
BA, Grinnell; PhD, Iowa State
Associate Professor of Economics

Keith D. Bonin (1992)
BS, Loyola; PhD, Maryland
Professor of Physics

Susan Harden Borwick (1982)
BM, BME, Baylor; PhD, UNC-Chapel Hill
Professor of Music

Janet Boseovski (2004)
BSc, University of Toronto; MA, McGill;
PhD, Queen's
Visiting Assistant Professor of Psychology

John D. Bourland (1996)
BS, MS, PhD, UNC-Chapel Hill
Adjunct Assistant Professor of Physics

C. Kevin Bowen (1994)
BS, Tennessee Tech; MM, Louisville;
PhD, Florida State
Director of Bands
(Department of Music)

Stephen B. Boyd (1985)
BA, Tennessee; MDiv, ThD, Harvard Divinity School
Easley Professor of Religion

Anne Boyle (1986)
BA, Wilkes College; MA, PhD, Rochester
Professor of English and Director of Women's and Gender Studies

R. Saylor Breckenridge (2001)
BA, MA, PhD, University of Arizona
Assistant Professor of Sociology (Leave, Spring 2005)

Sheri A. Bridges (1996)
BA, South Florida;
MA, Texas (Dallas); PhD, Stanford
Associate Professor of Business (W. Calloway School of Business and Accountancy)

Michaelle L. Browers (2000)
BA, Whitman; MA, Virginia; PhD, Minnesota
Assistant Professor of Political Science

Bernard A. Brown II (2002)
BS, PhD, NC State
Assistant Professor of Chemistry

Carole L. Browne (1980)
BS, Hartford; PhD, Syracuse
Professor of Biology

Robert A. Browne (1980)
BS, MS, Dayton; PhD, Syracuse
Professor of Biology (Leave, Fall 2004)

Peter H. Brubaker (1994)
BS, E. Stroudsburg;
MA, Wake Forest; PhD, Temple
Associate Professor of Health and Exercise Science

Peter Brunette (2004)
BA, MA, Duquesne;
PhD, University of Wisconsin (Madison)
Reynolds Professor in Film Studies

Christy M. Buchanan (1992)
BA, Seattle Pacific; PhD, Michigan
Associate Professor of Psychology

Jennifer J. Burg (1993)
BA, Elizabethtown College; MA (English),
MA (French), Florida; PhD, Central Florida
Associate Professor of Computer Science (Leave, 2004-2005)

Susan Bussey (2003)
BA, Austin College; MA, PhD, Washington
Visiting Assistant Professor of English

Janis Caldwell (1997)
BS, Whitworth College; MD, Northwestern;
MA, PhD, University of Washington
Assistant Professor of English

M. Keith Callahan (2004)
BS, Morehead State; MS, Auburn
Professor of Military Science

Alan Cameron (1989)
BA, PhD, UNC-Chapel Hill; MAEd, Wake Forest
Adjunct Assistant Professor of Education

Daniel A. Cañas (1987)
BS, Tecnologico de Monterrey (Mexico);
MS, Georgia Tech; PhD, Texas (Austin)
Associate Professor of Computer Science

Eric D. Carlson (1995)
BS, Michigan State; MA, PhD, Harvard
Associate Professor of Physics

Richard D. Carmichael (1971)
BS, Wake Forest; MA, PhD, Duke
Professor of Mathematics

Christa G. Carollo (1985)
BA, UNC-Greensboro; MA, Duke
Senior Lecturer in German

Simone M. Caron (1991)
BA, Bridgewater State; MA, Northeastern;
PhD, Clark
Associate Professor of History

Bonnie Carr (2004) — Visiting Assistant Professor of English
BA, Hamilton College; MA, PhD, Washington

Jacqui Carrasco (1999) — Assistant Professor of Music
BA, University of California (Los Angeles);
MM, DMA, SUNY (Stony Brook)

David Carroll (2003) — Associate Professor of Physics
BSc, NC State; PhD, Wesleyan

Stewart Carter (1982) — Professor of Music
ME, Kansas; MS, Illinois; PhD, Stanford — (Leave, Spring 2005)

Douglas Casson (2002) — Visiting Assistant Professor in Political Science
BA, Colorado College; MA, PhD, Duke

Justin Catanoso (1993) — Lecturer in Journalism
BA, Pennsylvania State; MA, Wake Forest — (Department of English, Part-time)

Latifa Chahoua (2004) — Visiting Assistant Professor of Chemistry
BS, University of Marat (Morocco);
MS, PhD, Paul Sabatier University (France)

Frederick H. Chen (2000) — Assistant Professor of Economics
BS, University of Wisconsin (Madison); — (Leave, Fall 2004)
MA, PhD, University of Chicago

Connie Lee Chesner (2001) — Adjunct Instructor in Communication
BA, Appalachian State; MA, Wake Forest

Maria A. Chiari (1981) — Lecturer in Art History (Venice)
Arts degree, PhD, Universita degli — (Department of Art, Part-time)
Studi di Venezia (Padova e Trieste);
Diploma, Scuola di Archivistica, Paliografia
e Diplomatica dell'Archivio di Stato di Venezia

Hanya Chrispeels (2004) — Adjunct Assistant Professor of Biology
BA, University of California (Santa Cruz);
PhD, Stanford

Jonathan H. Christman (1983) — Associate Professor of Theatre
AB, Franklin and Marshall; MFA, Massachusetts

Teresa Ciabattari (2001) — Assistant Professor of Sociology
BS, Santa Clara; — (Leave, Fall 2004)
MA, PhD, University of Washington

David Coates (1999) — Worrell Professor of Anglo-American Studies
BA, York; PhD, Oxford — (Leave, Fall 2004)

John E. Collins (1970) — Professor of Religion
BS, MS, Tennessee; MDiv, Southeastern Baptist
Theo. Seminary; MA, PhD, Princeton

Ray Collins (2004) — Adjunct Instructor in Theatre
Diploma, London Academy of Music and Dramatic Art;
MFA, City University of New York

Christa L. Colyer (2004) — Associate Professor of Chemistry
BSc, Trent University (Canada);
MSc, University of Guelph (Canada);
PhD, Queen's University (Canada)

William E. Conner (1988) — Professor of Biology
BA, Notre Dame; MS, PhD, Cornell — (Leave, Fall 2004)

Jule M. Connolly (1985)
BA, UNC-Chapel Hill; MEd, South Carolina
Instructor in Mathematics (Part-time)

Gregory Cook (1999)
BS, PhD, UNC-Chapel Hill
Assistant Professor of Physics

Valerie C. Cooper (2001)
BS, MDiv, Howard
Assistant Professor of Religion

Fanchon Cordell (1986)
Adjunct Instructor in Dance (Ballet, Part-time)

Corrado Corradini (1998)
Licenciatura, Universidad de Alcalá de Henares (Spain); PhD, UNC-Chapel Hill
Lecturer in Romance Languages (Italian)

James F. Cotter (2001)
BSCE, New Mexico State; MBA, Indiana; PhD, UNC-Chapel Hill
Associate Professor of Business (W. Calloway School of Business and Accountancy)

Allin F. Cottrell (1989)
BA, Oxford (Merton College); PhD, Edinburgh
Professor of Economics (Leave, Spring 2005)

Ann C. Cunningham (1999)
BA, Erskine College; MAT, PhD, University of South Carolina
Assistant Professor of Education

Patricia M. Cunningham (1978)
BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia
Wake Forest Professor of Education

James F. Curran (1988)
BAAS, Delaware; MA, PhD, Rice
Professor of Biology

Jane Kathleen Curry (1998)
BFA, Illinois (Urbana-Champaign); MA, Brown; PhD, City University of New York
Associate Professor of Theatre

Dale Dagenbach (1990)
BA, New College; MA, PhD, Michigan State
Professor of Psychology

Jian Dai (2004)
BEng, Shanghai Jiao Tong University (China); MS, Chinese Academy of Sciences (China); PhD, Wake Forest
Visiting Assistant Professor of Chemistry

Mary M. Dalton (1986)
BA, Wake Forest; MA, PhD, UNC-Greensboro
Assistant Professor of Communication

Robin Daniel (2002)
BA, St. Andrews Presbyterian College; EdS, MS, PhD, UNC-Greensboro
Adjunct Assistant Professor of Counseling (Fall 2004)

Brook M. Davis (1997)
BA, Wake Forest; MFA, Virginia Commonwealth; PhD, Maryland (College Park)
Assistant Professor of Theatre (Leave, Spring 2005)

James Davis (2004)
BA, Carson-Newman College
MFA, UNC-Greensboro
Adjunct Assistant Professor of Art (Spring 2005)

Stephen W. Davis (1991)
BA, MA, Wake Forest
Adjunct Instructor in Psychology (Part-time)

Bama Lutes Deal (2002)
BA, MA, Florida State
Adjunct Instructor in Music

Mary K. DeShazer (1982, 1987)
BA, Western Kentucky;
MA, Louisville; PhD, Oregon
Professor of English and Women's and Gender Studies (London, Spring 2005)

Arun P. Dewasthali (1975)
BS, Bombay; MS, PhD, Delaware
Associate Professor of Business (W. Calloway School of Business and Accountancy)

John J. Dinan (2001)
BS, MA, PhD, Virginia
Zachary T. Smith Associate Professor of Political Science

Ronald V. Dimock Jr. (1970)
BA, New Hampshire; MS, Florida State;
PhD, California (Santa Barbara)
Wake Forest Professor of Biology

Patricia Dixon (1986)
BM, NC School of the Arts; MM, UNC-Greensboro
Lecturer in Music

James H. Dodding (1979)
Diploma, Rose Bruford College of Speech and Drama (London); Cert., Birmingham University; Cert., Westhill Training College (Birmingham); Diploma, Theatre on the Balustrade (Prague)
Professor of Theatre

Christopher Dometrius (2003)
BA, Texas Tech; MA, PhD, NC State
Visiting Assistant Professor of Mathematics

Jonathan E. Duchac (1993)
BBA, MAcc, Wisconsin (Madison);
PhD, Georgia
Merrill Lynch Associate Professor of Accounting (W. Calloway School of Business and Accountancy)

Yomi Durotoye (1994)
BS, University of Ibadan;
MA, Georgia State; PhD, Duke
Senior Lecturer in Political Science and International Studies

C. Drew Edwards (1980)
BA, Furman; MA, Wake Forest;
PhD, Florida State
Adjunct Associate Professor of Psychology (Part-time)

Bashir El-Beshti (1990)
BA, Tripoli University (Libya);
MA, Colorado State; PhD, California (Berkeley)
Associate Professor of English (Leave, Spring 2005)

Leo Ellison Jr. (1957)
BS, MS, Northwestern State
Associate Professor Emeritus of Health and Exercise Science (Part-time)

Gerald W. Esch (1965)
BS, Colorado College; MS, PhD, Oklahoma
Charles M. Allen Professor of Biology

Paul D. Escott (1988)
BA, Harvard; MA, PhD, Duke
Reynolds Professor of History (Leave, 2004-2005)

Andrew V. Ettin (1977)
BA, Rutgers; MA, PhD, Washington (St. Louis)
Professor of English

Herman E. Eure (1974)
BS, Maryland State; PhD, Wake Forest
Professor of Biology

Robert H. Evans (1983)
BA, Ohio Wesleyan; MS, New Hampshire;
PhD, Colorado
Professor of Education (Vienna, Spring 2005)

Margaret Ewalt (2001)
BA, Colby College;
MA, PhD, University of Virginia
Assistant Professor of Romance Languages (Spanish)

Stephen Ewing (1971) — Professor of Business
BS, Howard Payne; (W. Calloway School of Business and Accountancy)
MBA, Baylor; PhD, Texas Tech.

David L. Faber (1984) — Associate Professor of Art
AA, Elgin; BFA, Northern Illinois;
MFA, Southern Illinois

Susan Fahrbach (2003) — Reynolds Professor of Biology
BA, University of Pennsylvania;
PhD, Rockefeller

Rushad Faridi (2004) — Visiting Assistant Professor of Economics
BA, University of Dhaka; MA, PhD, Virginia Tech

Susan L. Faust (1992) — Adjunct Instructor in Communication
BA, MA, Arkansas (Fayetteville) (Part-time)

Jacquelyn S. Fetrow (2003) — Reynolds Professor of Computational Biophysics
BS, Albright College;
PhD, Pennsylvania State University College of Medicine

Bonnie Field (2004) — Visiting Assistant Professor of Political Science
BA, University of California (Berkeley);
MA, PhD, University of California (Santa Barbara)

David Finn (1988, 1995) — Z. Smith Reynolds Foundation Fellow and
BS, Cornell; MFA, Massachusetts College of Art Associate Professor of Art

Gloria Fitzgibbon (2001) — Visiting Assistant Professor of History
BA, PhD, University of California (Berkeley);
MA, California State University (San Francisco);
PhD, University of California (Berkeley)

William W. Fleeson (1996) — Ollen R. Nalley Associate Professor of Psychology
BA, Wisconsin; PhD, Michigan (Leave, 2004-2005)

Robert E. Fly (2003) — Instructor in Business
BBA, Texas Tech; MA, Michigan State (W. Calloway School of Business and Accountancy)

Steven Folmar (1992) — Lecturer in Anthropology
BA, MA, PhD, Case Western Reserve

James L. Ford (1998) — Associate Professor of Religion
MTS, Vanderbilt; MA, PhD, Princeton

Mary F. Foskett (1997) — Zachary T. Smith Associate Professor of Religion
BA, New York;
MDiv, Union Theo. Seminary; PhD, Emory

Johnnie Foye (1995) — Instructor in Health and Exercise Science
BA, Virginia Union; MSS, US Sports Academy

Dean Franco (2001) — Assistant Professor of English
BA, University of California (Irvine); (Leave, Fall 2004)
MA, California State;
PhD, The University of Southern California

Donald E. Frey (1972) — Professor of Economics
BA, Wesleyan; MDiv, Yale; PhD, Princeton (Leave, Fall 2004)

John E. R. Friedenberg (1988) — Director of University Theatre and
BA, Wake Forest; MFA, Carnegie Mellon Lecturer in Theatre

Mary L. Friedman (1987) — Associate Professor of Romance Languages
BA, Wellesley; MA, PhD, Columbia (Spanish)

Errin W. Fulp (2000)
BS, MS, PhD, NC State
Assistant Professor of Computer Science
(Leave, Fall 2004)

J. Michael Fulton ( 2004)
BA, Washington State
MA, PhD, University of Arizona
Assistant Professor of Romance Languages

Pete Furia (2002)
BA, Haverford; PhD, Princeton
Assistant Professor of Political Science
(Leave, Fall 2004)

Ola Furmanek (1999)
BA, MA, Jagiello University, Cracow, Poland;
PhD, University of Nebraska, Lincoln
Assistant Professor of Romance Languages
(Spanish)

R. Michael Furr (2004)
BA, College of William and Mary;
MS, Villanova; PhD, University of California (Riverside)
Assistant Professor of Psychology

Candelas S. Gala (1978)
BA, Salamanca (Spain); MA, PhD, Pittsburgh
Wake Forest Professor of Romance Languages
(Spanish)

Celia Garzón-Arrabal ( 2004)
BA, University of Granada (Spain);
MA, UNC-Chapel Hill
Instructor in Romance Languages

F. Curtis Gaston (2004)
BA, UNC-Greensboro; MA, Duke;
MFA, UNC-Greensboro
Visiting Lecturer in Communication

Cynthia M. Gendrich (1998)
BFA, Illinois Wesleyan; MA, PhD, Missouri
Junior Faculty Fellow and Associate Professor of Theatre

Jennifer Gentry (2003)
BFA, Carnegie Mellon University; BA, Wake Forest;
MA, Johns Hopkins
Adjunct Instructor in Art

J. Whitfield Gibbons (1971)
BS, MA, Alabama; PhD, Michigan State
Adjunct Professor of Biology

David A. Gilbert (2003)
BS, MEd, Valdosta State College;
MBA, University of Tennessee (Knoxville)
Instructor in Business
(W. Calloway School of Business and Accountancy)

Steven M. Giles (1998)
BA, Northern Kentucky;
MA, Bowling Green State; PhD, University of Kentucky
Assistant Professor of Communication
(Spring 2005)

Michele K. Gillespie (1999)
BA, Rice; PhD, Princeton
Kahle Associate Professor of History

Samuel T. Gladding (1990)
BA, MAEd, Wake Forest; MA, Yale;
PhD, UNC-Greensboro
Professor of Counseling

Stavroula Glezakos (2004)
BA, PhD, University of California (Los Angeles)
Assistant Professor of Philosophy

Thomas S. Goho (1977)
BS, MBA, Penn State;
PhD, UNC-Chapel Hill
Associate Professor of Business
(W. Calloway School of Business and Accountancy)

Louis R. Goldstein (1979)
BM, Oberlin; MFA, California
Inst. of the Arts; DMA, Eastman
Professor of Music

Luis González (1997)
BA, U de Medellín (Colombia);
MA, West Virginia; PhD, California-Davis
Assistant Professor of Romance Languages (Spanish)

Brian L. Gorelick (1984)
BA, Yale; MM, Wisconsin (Madison);
DMA, Illinois
Associate Professor of Music and Director of Choral Ensembles

George Graham (2003)
BA, Fordham; MA, Western Ontario; PhD, Brandeis
A.C. Reid Professor of Philosophy

Steve Gunkel (2004)
BA, MA, Washington State; PhD, Indiana
Adjunct Assistant Professor of Sociology

Martin Guthold (2001)
BS, University Ulm, Germany;
MA, PhD, University of Oregon
Assistant Professor of Physics (Leave, Fall 2004)

Renee Gutiérrez (2003)
BA, MS, MA, University of Virginia
Instructor in Romance Languages (Spanish)

William Hacker (2004)
BA, Brown; MA, PhD, Cornell
Visiting Assistant Professor of English

David Hagy (1995)
BM, Indiana; MM, MMA, DMA, Yale
Director of Orchestra (Department of Music)

Leigh Ann Hallberg (2001)
BA, Mount Union College; MFA, University of Colorado
Adjunct Assistant Professor of Art

William S. Hamilton (1983)
BA, MA, PhD, Yale
Professor of Russian

Claire Holton Hammond (1978)
BA, Mary Washington; PhD, Virginia
Professor of Economics

J. Daniel Hammond (1978)
BA, Wake Forest; PhD, Virginia
Professor of Economics

Beverlye H. Hancock (1996)
AB, Meredith; MA, Wake Forest
Adjunct Instructor in Anthropology

James S. Hans (1982)
BA, MA, Southern Illinois; PhD, Washington
Wake Forest Professor of English (Venice, Spring 2005)

Anne E. Hardcastle (2002)
BA, Texas A&M; MA, PhD, University of Virginia
Assistant Professor of Romance Languages (Spanish) (Leave, Spring 2005)

Hannah M. Hardgrave (1985)
AB, Brown; PhD, University of Chicago
Lecturer in Philosophy (Part-time)

Katy J. Harriger (1985)
BA, Edinboro State; MA, PhD, Connecticut
Professor of Political Science (Leave, Spring 2005)

Catherine T. Harris (1980)
BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia
Professor of Sociology

J. Kline Harrison (1990)
BS, Virginia; PhD, Maryland
Professor of Business (W. Calloway School of Business and Accountancy)

James M. Hastings (2002)
BA, Reed; MA, PhD, Wisconsin (Madison)
Visiting Assistant Professor of History

Angela Hattery (1998)
BA, Carleton College; MS, PhD, Wisconsin
Z. Smith Reynolds Foundation Fellow and Associate Professor of Sociology

Stephanie Hawkins (2003)
BA, University of Nevada; MA, Wake Forest;
PhD, SUNY-Buffalo
Visiting Assistant Professor of English

Michael David Hazen (1974) — Professor of Communication
BA, Seattle Pacific;
MA, Wake Forest; PhD, Kansas

Terry C. Hazen (1988) — Adjunct Professor of Biology
BS, MS, Michigan State; PhD, Wake Forest

Richard E. Heard (1996) — Associate Professor of Music
BM, Southern Methodist;
MA, California (Santa Barbara)

Thomas K. Hearn Jr. (1983) — Professor of Philosophy
BA, Birmingham-Southern; BD, Southern
Baptist Theo. Seminary; PhD, Vanderbilt

Jac C. Heckelman (1996) — McCulloch Family Fellow and
BA, Texas; PhD, Maryland — Associate Professor of Economics

Paul Hecht (2003) — Visiting Assistant Professor of English
BA, Amherst; MFA, MA, PhD, Cornell

Donald Helme (2003) — Assistant Professor of Communication
BA, Michigan State; MA, Eastern Michigan;
PhD, University of Kentucky

Donna A. Henderson (1996) — Associate Professor of Counseling
BA, Meredith; MAT, James Madison;
PhD, Tennessee

J. Edwin Hendricks (1961) — Professor of History
BA, Furman; MA, PhD, Virginia

Marcus B. Hester (1963) — Professor of Philosophy
BA, Wake Forest; PhD, Vanderbilt

Deborah Hill (1995) — Visiting Instructor in Education
BA, MS, University of Colorado

Michael Hill (2001) — Assistant Professor of English
BA, Howard; MA, PhD, Harvard

Yvonne L. Hinson (1997) — PricewaterhouseCoopers Faculty Fellow and
BS, MBA, UNC-Charlotte; — Associate Professor of Accountancy
PhD, Tennessee — (W. Calloway School of Business and Accountancy)

Willie L. Hinze (1975) — Wake Forest Professor of Chemistry
BS, MA, Sam Houston State;
PhD, Texas A&M

E. Clayton Hipp Jr. (1991) — Senior Lecturer in Business
BA, Wofford; — (W. Calloway School of Business and Accountancy)
MBA, JD, South Carolina

Alix Hitchcock (1989) — Instructor in Art
BFA, UNC-Greensboro; MA, New York — (Part-time)

Kenneth G. Hoglund (1990) — Professor of Religion
BA, Wheaton; MA, PhD, Duke

Jefferson Holdridge (2002) — Assistant Professor of English
BA, San Francisco State; — (Leave, Spring 2005)
MA, PhD, University College (Dublin, Ireland)

Natalie A. W. Holzwarth (1983) — Professor of Physics
BS, Massachusetts Inst. of Tech.; PhD, Chicago

Beth Hopkins (2003) — Adjunct Instructor in American Ethnic Studies
BA, Wake Forest;
Juris-prudence, College of William and Mary

Katherine S. Hoppe (1993) — Lecturer in Business (W. Calloway School of Business and Accountancy)
BA, Duke; MBA, Texas Christian;
PhD, UNC-Greensboro

Michael Horn (1998) — Lecturer in Journalism (Department of English, Part-time)
BS, Florida

Fred L. Horton Jr. (1970) — Albritton Professor of the Bible (Department of Religion)
BA, UNC-Chapel Hill;
BD, Union Theological Seminary; PhD, Duke

William L. Hottinger (1970) — Professor Emeritus of Health and Exercise Science (Part-time)
BS, Slippery Rock; MS, PhD, Illinois

Fredric T. Howard (1966) — Professor of Mathematics
BA, MA, Vanderbilt; PhD, Duke

Hugh N. Howards (1997) — Sterge Faculty Fellow and Associate Professor of Mathematics
BA, Williams; MA, PhD, California (San Diego)

Linda S. Howe (1993) — Associate Professor of Romance Languages (Spanish) (Leave, 2004-2005)
BA, MA, PhD, Wisconsin

Michael L. Hughes (1984) — Professor of History
BA, Claremont McKenna;
MA, PhD, California (Berkeley)

Michael J. Hyde (1994) — University Distinguished Chair in Communication Ethics and Professor of Communication
BS, Pittsburgh; MA, PhD, Purdue

Simeon O. Ilesanmi (1993) — Associate Professor of Religion
BA, University of Ife (Nigeria); PhD, Southern Methodist

Ernest S. Jarrett (1996) — Instructor in Communication
BA, UNC-Chapel Hill; MA, UNC-Greensboro

Janine M. Jennings (1998) — Assistant Professor of Psychology
BS, University of Toronto;
PhD, McMaster University (Hamilton, Ontario, Canada)

Mark Jensen (1993) — Adjunct Associate Professor of Religion
BA, Houston Baptist;
MDiv, PhD, Southern Baptist Theological Seminary

Debra R. Jessup (1996) — Adjunct Assistant Professor of Business (W. Calloway School of Business and Accountancy)
BA, Georgetown; JD, Wake Forest

Miaohua Jiang (1998) — Associate Professor of Mathematics
BS, Wuhan University (China);
MS, East China Normal University (China); PhD, Penn State

David J. John (1982) — Associate Professor of Computer Science
BS, Emory and Henry; MS, PhD, Emory

A. Daniel Johnson (1998) — Lecturer in Biology
BS, UNC-Charlotte; PhD, Wake Forest

Erik C. Johnson (2005) — Assistant Professor of Biology
BA, PhD, University of Maine

Lynne Johnson (2004) — Assistant Professor of Art
BA, MA, University of Wisconsin (Madison);
MA, PhD, University of Maryland

Bradley T. Jones (1989) — Professor of Chemistry
BS, Wake Forest; PhD, Florida

Paul B. Jones (2000) — Assistant Professor of Chemistry
BS, Oklahoma State; PhD, Duke

Raymond Jones (2001) — Assistant Professor of Education (Leave, Fall 2004)
BA, UNC-Chapel Hill;
MA, Wake Forest; PhD, University of Virginia

Paul E. Juras (1991) — Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)
BBA, MBA, Pace; PhD, Syracuse

Claudia Thomas Kairoff (1986) — Professor of English (Leave, 2004-2005)
BA, College of Notre Dame of Maryland;
MA, Virginia; PhD, Brandeis

Peter D. Kairoff (1988) — Professor of Music (Leave, Fall 2004)
BA, California (San Diego);
MM, DMA, Southern California

Jay R. Kaplan (1981) — Professor of Anthropology and Adjunct Professor of Psychology
BA, Swarthmore; MA, PhD, Northwestern

Pamela R. Karr (1998) — Instructor in Counseling
BA, MAEd, Wake Forest

Marina Kcrmar (2004) — Visiting Associate Professor of Communication
BA, Fairleigh Dickinson;
MA, Annenberg School of Communication, University of Pennsylvania;
PhD, University of Wisconsin (Madison)

R. Scott Keith (2004) — Instructor in Business
BS, MBA, Wake Forest

Judy K. Kem (1987) — Associate Professor of Romance Languages (French)
BA, Western Kentucky; MA, Louisville;
PhD, UNC-Chapel Hill

Charles H. Kennedy (1985) — Professor of Political Science
BA, Eckerd; AM, MPP, PhD, Duke

Ralph C. Kennedy III (1976) — Associate Professor of Philosophy
BA, PhD, California (Berkeley)

William C. Kerr (1970) — Professor of Physics (Leave, Fall 2004)
BS, Wooster; PhD, Cornell

Mary L. Kesel (2001) — Adjunct Instructor in Business
BA, State University of New York;
MSW, UNC-Chapel Hill

Daniel B. Kim-Shapiro (1996) — Z. Smith Reynolds Faculty Fellow and Associate Professor of Physics
BA, Carleton College; MS, Southern Illinois;
PhD, California (Berkeley)

Charles A. Kimball (1996) — Professor of Religion
BS, Oklahoma State; MDiv, Southern
Baptist Theo. Seminary; ThD, Harvard

Angela Glisan King (1995) — Senior Lecturer in Chemistry
BA, Pennsylvania; PhD, Cornell

S. Bruce King (1995) — Associate Professor of Chemistry
BS, West Virginia; PhD, Cornell

Wayne King (1993) — Associate Professor of Journalism (Department of English)
BA, UNC-Chapel Hill

Ellen E. Kirkman (1975) — Professor of Mathematics
BA, Wooster; MA, MS, PhD, Michigan State

Scott W. Klein (1991) — Associate Professor of English
AB, Harvard; BA, MA, Cambridge;
MA, MPhil; PhD, Yale

Lee G. Knight (1979, 2000) — Hylton Professor of Accountancy (W. Calloway School of Business and Accountancy)
BS, Western Kentucky;
MA, PhD, University of Alabama

Robert Knott (1975) — Professor of Art
BA, Stanford; MA, Illinois; PhD, Pennsylvania

Dilip K. Kondepudi (1987) — Wake Forest Professor of Chemistry
BS, Madras (India); MS, Indian Institute
of Technology (Bombay); PhD, Texas

Kathleen A. Kron (1991) — Professor of Biology
BS, MS, Michigan State; PhD, Florida

Grace Ku (2002) — Instructor in Chinese (Part-time)
Assoc. Degree, Chih Lee College of Business

Philip F. Kuberski (1989) — Professor of English
BA, MA, PhD, California (Irvine)

Raymond E. Kuhn (1968) — Wake Forest Professor of Biology
BS, Carson-Newman; PhD, Tennessee

James Kuzmanovich (1972) — Professor of Mathematics
BS, Rose Polytechnic; PhD, Wisconsin

Marlon Kuzmick (2004) — Visiting Instructor in English
BA, University of British Columbia;
MA, University of Sussex; MA, Cornell

Abdessadek Lachgar (1991) — Professor of Chemistry
BS, MS, PhD, University of Nantes (France)

Hugo C. Lane (1973) — Professor of Biology
Licenciate of the Biological Sciences,
Doctorate of the Biological Sciences, Geneva

Page H. Laughlin (1987) — Professor of Art
BA, Virginia; MFA, Rhode Island School of Design

Michael S. Lawlor (1986) — Professor of Economics
BA, Texas (Austin); PhD, Iowa State

Mahendra Lawofi (2004) — Visiting Assistant Professor of Political Science
BS, Calicut University (India);
MA, University of Hawaii;
PhD, University of Pittsburgh

Mark R. Leary (1985) — Wake Forest Professor of Psychology
BA, West Virginia Wesleyan; MA, PhD, Florida

Wei-chin Lee (1987) — Professor of Political Science
BA, National Taiwan University;
MA, PhD, Oregon

Win-chiat Lee (1983) — Associate Professor of Philosophy
BA, Cornell; PhD, Princeton

Andrew Leiter (2004) — Visiting Assistant Professor of English
BA, University of Alabama;
MA, PhD, UNC-Chapel Hill

Ana León-Távora (2002)
BA, MA, PhD, University of Seville
Visiting Assistant Professor of Romance Languages (Spanish)

Bill J. Leonard (1996)
BA, Texas Wesleyan; MDiv., Southwestern Baptist Theo. Seminary; PhD, Boston University
Adjunct Professor of Religion

Candyce Leonard (1996)
BA, Texas Wesleyan; MEd, Louisville; PhD, Indiana
Associate Professor of Humanities

Janel Leone (2004)
BA, Franklin & Marshall College
MS, PhD, Penn State
Adjunct Instructor in Communication (Fall 2004)

Jeffrey D. Lerner (1994)
BA, MA, PhD, Wisconsin (Madison)
Associate Professor of History

Max Levine (2003)
PhD, Pennsylvania State University
Adjunct Assistant Professor of Psychology

David B. Levy (1976)
BM, MA, Eastman; PhD, Rochester
Professor of Music

Kathryn Levy (1988)
BM, Eastman
Lecturer in Music (Part-time)

Bruce R. Lewis (2002)
BS, Eastern Kentucky;
MS, New Mexico State; PhD, Auburn
Cooper Family Fellow in Information Systems and Assistant Professor (W. Calloway School of Business and Accountancy)

Charles M. Lewis (1968)
BA, Wake Forest; ThM, Harvard; PhD, Vanderbilt
Professor of Philosophy

John H. Litcher (1973)
BS, Winona State; MA, PhD, Minnesota
Professor Emeritus of Education (Part-time)

Gary Ljungquist (2004)
BA, Clark; PhD, Cornell
Adjunct Professor of Women's and Gender Studies (Fall 2004)

John T. Llewellyn (1990)
AB, UNC-Chapel Hill; MA, Arkansas; PhD, Texas
Associate Professor of Communication

Dan S. Locklair (1982)
BM, Mars Hill; SMM, Union Theological Seminary; DMA, Eastman
Professor of Music and Composer-in-Residence

Charles F. Longino Jr. (1991)
BA, Mississippi; MA, Colorado; PhD, UNC-Chapel Hill
Wake Forest Professor of Sociology

Alyssa Lonner (2003)
BA, Technische Universitöt Braunschweig; MA, Westfälische Wilhelms-Universitä Münster; PhD, Washington
Assistant Professor of German and Russian

Pat C. W. Lord (2000)
BS, NC State; PhD, Wake Forest
Visiting Assistant Professor of Biology

Dorothea Lotter (2001)
Diploma, Free University of Berlin; MA, PhD, University of Munich
Adjunct Assistant Professor of Philosophy (Spring 2005)

Allan D. Louden (1985)
BA, Montana State; MA, Montana; PhD, Southern California
Associate Professor of Communication

David M. Lubin (1999)
BA, Ohio State; MA, PhD, Yale
Charlotte C. Weber Professor of Art

Nina Maria Lucas (1996)
BFA, Ohio State; MFA, UCLA
Associate Professor of Dance
(Department of Theatre & Dance)
(Leave, Spring 2005)

Francis P. Ludwig (2000)
BFA, South Dakota; MFA, Iowa
Associate Professor of Theatre

Jed Macosko (2004)
BS, MIT; PhD, University of California (Berkeley)
Assistant Professor of Physics

Barry G. Maine (1981)
BA, Virginia; MA, PhD, UNC-Chapel Hill
Professor of English

Michael Malouf (2004)
BA, New York; MA, NC State;
MA, MPhil, PhD, Columbia
Visiting Assistant Professor of English

Allen Mandelbaum (1989)
BA, Yeshiva; MA, PhD, Columbia
W. R. Kenan Jr. Professor of Humanities

William M. Marcum (1996)
BA, Furman; MA, UNC-Greensboro;
PhD, UNC-Chapel Hill
Citibank Faculty Fellow and
Associate Professor of Business
(W. Calloway School of Business and Accountancy)

Milorad R. Margitić (1978)
MA, Leiden (Netherlands); PhD, Wayne State
Professor of Romance Languages
(French) (Dijon, Fall 2004)

Anthony P. Marsh (1996)
BPE, MED, Western Australia;
PhD, Arizona State
Associate Professor of Health and Exercise Science

Dale R. Martin (1982)
BS, MS, Illinois State;
DBA, Kentucky
Wayne Calloway Professor of Accountancy
(W. Calloway School of Business and Accountancy)

John Martin (2003)
BA, Rice; MA, University of Chicago
Visiting Instructor in English

George E. Matthews Jr. (1979)
BS, PhD, UNC-Chapel Hill
Professor of Physics

Darlene R. May (2005)
BA, MA, PhD, Indiana
Adjunct Assistant Professor of Classical Languages
(Arabic) (Spring 2005)

J. Gaylord May (1961)
BS, Wofford; MA, PhD, Virginia
Professor of Mathematics

Kathryn Mayers (2003)
BA, SUNY (Binghamton);
MA, PhD, University of Wisconsin (Madison)
Assistant Professor of Romance Languages
(Spanish)

Grant P. McAllister (2001)
BA, MA, PhD, University of Utah
Assistant Professor of German

Anita K. McCauley (2002)
BS, Elon College; PhD, Wake Forest
Director of Microscopy and
Adjunct Assistant Professor of Biology

Kent McConnell (2004)
BA, Westminster College; MDiv, Yale;
ThM, Princeton Theological Seminary;
Visiting Instructor in History

Leah P. McCoy (1990)
BS, West Virginia Inst. of Tech.;
MA, Maryland; EdD, Virginia Poly. Inst. & SU
Associate Professor of Education

Gordon E. McCray (1994)
BS, Wake Forest;
MBA, Stetson; PhD, Florida State
BellSouth Mobility Technology
Associate Professor of Business
(W. Calloway School of Business and Accountancy)

Todd McFall (2004)
BS, Miami (Ohio); PhD, NC State
Visiting Instructor in Economics

Thomas W. McGohey (1990)
BA, MA, Michigan State;
MFA, UNC-Greensboro
Lecturer in English

Denise Johnson McManus (2001)
BSBA, University of Alabama;
MBA, PhD, Auburn
Exxon-Wayne Calloway Faculty Fellow and
Assistant Professor of Business
(W. Calloway School of Business and Accountancy)

Jill Jordan McMillan (1983)
BA, Baylor; MA, Arkansas; PhD, Texas
Professor of Communication

John McNally (2001)
BA, Southern Illinois;
MFA, University of Iowa; PhD, University of Nebraska
Assistant Professor of English

Véronique M. McNelly (2002)
BA, MA, University of Virginia
Instructor in Romance Languages
(French)

Jane Mead (1996)
BA, Vassar; MA, Syracuse;
MFA, Iowa
Poet-in-Residence and Associate Professor of English
(Leave, 2004-2005)

Gordon A. Melson (1991)
BS, PhD, Sheffield (England)
Professor of Chemistry

Batja Mesquita (1997)
BA, MA, PhD, Amsterdam (The Netherlands)
Associate Professor of Psychology
(Leave, 2004-2005)

Stephen P. Messier (1981)
BS, MS, Rhode Island; PhD, Temple
Professor of Health and Exercise Science

William K. Meyers (1988)
BA, Washington; MA, PhD, Chicago
Associate Professor of History

Soledad Miguel-Prendes (1993)
Licenciatura, Oviedo;
MA, PhD, UNC-Chapel Hill
Associate Professor of Romance Languages
(Spanish)

Shannon L. Mihalko (1999)
BS, Wake Forest; MS, PhD, Illinois
Dunn-Riley Jr. Professor and
Associate Professor of Health and Exercise Science

Christian Miller (2004)
BA, Princeton; MA, PhD, Notre Dame
Assistant Professor of Philosophy

Ellen Ruth Miller (2002)
BA, George Washington;
Assistant Professor of Anthropology
MA, New York; PhD, Washington

Gary D. Miller (1996)
BS, Kansas; MS, Kansas State;
PhD, California (Davis)
Associate Professor of Health and Exercise Science

Timothy E. Miller (2003)
BS, Mississippi State; PhD, Vanderbilt
Adjunct Assistant Professor of Computer Science

Joseph O. Milner (1969)
BA, Davidson; MA, PhD, UNC-Chapel Hill
Professor of Education

Ananda Mitra (1994)
B Tech, Indian Inst. of Technology (Kharagpur);
MA, Wake Forest; PhD, Illinois (Urbana)
Associate Professor of Communication

Kimberly Moore (2004)
BA, UNC-Greensboro
MFA, University of Nevada
Adjunct Instructor in Theatre
Fall, 2004

John C. Moorhouse (1969)
BA, Wabash; PhD, Northwestern
Archie Carroll Professor of Ethical Leadership
(Department of Economics)

Patrick E. Moran (1989)
BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania
Associate Professor of Chinese
(East Asian Languages and Cultures)

Roberta Morosini (2000)
DEA, University of Rennes II, France; PhD, McGill University, Montreal
Assistant Professor of Romance Languages
(Spanish)

Donald J. Moser (1995)
BS, LTC (Ret), U.S. Military Academy (West Point); MBA, Long Island
Adjunct Instructor in Military Science

William M. Moss (1971)
BA, Davidson; PhD, UNC-Chapel Hill
Professor of English

Gloria K. Muday (1991)
BS, Virginia Poly. Inst. and SU; PhD, Purdue
Professor of Biology

Stephen Murphy (1987)
BA, Canisius; MA, PhD, UNC-Chapel Hill
Associate Professor of Romance Languages
(French)

Michelle J. Naughton
BA, PhD, University of Iowa
Adjunct Professor of Women's and Gender Studies

Lynn Neal (2003)
BA, Houghton Collge; MTS, Duke; MA, PhD, UNC-Chapel Hill
Visiting Assistant Professor of Religion

Debbie W. Newsome (1999)
BA, Oklahoma Baptist; MEd, Wake Forest; PhD, UNC-Greensboro
Assistant Professor of Counseling

Linda N. Nielsen (1974)
BA, MS, EdD, Tennessee
Professor of Education

Mary Niepold (2003)
BA, Wake Forest
Visiting Instructor in English (Journalism)

Patricia A. Nixon (1999)
BS, Boston; MA, PhD, University of Pittsburgh
Associate Professor of Health and Exercise Science

Ronald E. Noftle (1967)
BS, New Hampshire; PhD, Washington
Professor of Chemistry

James L. Norris III (1989)
BS, MS (Science), MS (Statistics), NC State; PhD, Florida State
Professor of Mathematics

Monique O'Connell (2004 )
BA, Brown; PhD, Northwestern
Assistant Professor of History

Felicitas Opwis (2003)
BA, University of Tübingen, Germany; MA, Albert Ludwigs University of Freiburg; PhD, Yale
Adjunct Professor of Religion and
Adjunct Professor of History
(Fall 2004)

Janet Orenstein (2003)
BA, MMA, Julliard; DMA, State University of New York
Visiting Lecturer in Music

Dee Oseroff-Varnell (1996)
BA, MA, PhD, Washington
Adjunct Assistant Professor of Communication (Part-time)

Beatrice Ottersböck
BA, Chatham College;
MA, PhD, Pittsburgh
Lecturer in Art History (Vienna) (Department of Art, Part-time)

Gillian Rose Overing (1979)
BA, Lancaster (England);
MA, PhD, SUNY (Buffalo)
Professor of English

Anthony S. Parent Jr. (1989)
BA, Loyola; MA, PhD, California (Los Angeles)
Associate Professor of History

Perry L. Patterson (1986)
BA, Indiana; MA, PhD, Northwestern
Professor of Economics and Lecturer in Russian

V. Paúl Pauca (2002)
BS, MS, Wake Forest; PhD, Duke
Assistant Professor of Computer Science

Benjamin Paz (2004)
BME, University of Minnesota; MBA, Stanford
Instructor in Business

Mary L. B. Pendergraft (1988)
BA, PhD, UNC-Chapel Hill
Associate Professor of Classical Languages

David P. Phillips (1994)
BA, Cornell; M.Arch., Washington;
MA, PhD, Pennsylvania
Associate Professor of Japanese (East Asian Languages and Cultures)

John R. Pickel (1997)
BFA, Indiana State;
MFA, Cranbrook Academy of Art
Associate Professor of Art (Leave, Spring 2005)

Jesús Pico-Argel (1999)
BA, Universidad del Atlántico (Columbia);
MA, Arkansas
Lecturer in Romance Languages (Spanish)

Robert J. Plemmons (1990)
BS, Wake Forest; PhD, Auburn
Reynolds Professor of Mathematics and Computer Science

Danielle Powell (2004)
BA, James Madison; MA, Wake Forest
Adjunct Instructor in Communication (Fall 2004)

James T. Powell (1988)
BA, Emory; MPhil, MA, PhD, Yale
Associate Professor of Classical Languages

Jason Powell (2004)
BA, Trinity; MSt, DPhil, Oxford
Visiting Assistant Professor of English

Kersti Powell (2004)
BA, University of Tallinn;
MA, University of Tartu; MSt, DPhil, Oxford
Visiting Assistant Professor of English

Jenny Puckett (1995)
BA, Wake Forest; MA, Middlebury
Instructor in Romance Languages (Spanish)

Frank Quina (2004)
BS, Stetson; PhD, Caltech
Visiting Assistant Professor of Chemistry (Spring 2005)

Teresa Radomski (1977)
BM, Eastman; MM, Colorado
Professor of Music

Yasuko T. Rallings (1998)
BA, Seinan Gakuin University, Fukuoka, Japan;
MA, Ohio
Senior Lecturer in East Asian Languages and Cultures

Thomas H. Ramsey (2003)
BS, Grove City College;
MBA, University of Pittsburg
Instructor in Business
(W. Calloway School of Business and Accountancy)

Amy E. Randel (1999)
BA, Brown;
PhD, University of California-Irvine
Coca-Cola Faculty Fellow and
Assistant Professor of Business
(W. Calloway School of Business and Accountancy)

Annette L. Ranft (1999)
BS, Appalachian State; MS, Georgia Tech.; PhD, UNC-Chapel Hill
Exxon-Wayne Calloway Faculty Fellow and
Associate Professor of Business
(W. Calloway School of Business and Accountancy)

Nagesh Rao (2000)
BS, MA, St. Joseph's College, India;
MA, Syracuse; PhD, Brown
Assistant Professor of English
(Leave, 2004-2005)

Sarah Raynor (2003)
BS, Yale, PhD, MIT
Assistant Professor of Mathematics

Mary Lynn B. Redmond (1989)
BA, EdD, UNC-Greensboro;
MEd, UNC-Chapel Hill
Associate Professor of Education

W. Jack Rejeski Jr. (1978)
BS, Norwich; MA, PhD, Connecticut
Wake Forest Professor of Health and Exercise Science;
Adjunct Professor of Psychology

Paul M. Ribisl (1973)
BS, Pittsburgh; MA, Kent State;
PhD, Illinois
Wake Forest Professor of Health and Exercise Science

Jessica Richard (2002)
BA, Goucher; MA, PhD, Princeton
Assistant Professor of English
(Leave, Fall 2004)

Charles L. Richman (1968)
BA, Virginia; MA, Yeshiva; PhD, Cincinnati
Professor of Psychology

Albert Rives (2002)
BS, Wake Forest; PhD, University of Wisconsin (Madison)
Visiting Assistant Professor of Chemistry

Donald P. Robin (1997)
BS, MBA, PhD, Louisiana State
J. Tylee Wilson Chair of Business Ethics
(W. Calloway School of Business and Accountancy)

E. Brady Robinson (2005)
BFA, Maryland Institute, College of Art
MFA, Cranbrook Academy of Art
Visiting Assistant Professor of Art

Kenneth Wayne Robinson (1998)
BA, Wake Forest; MA, University of Kentucky
Adjunct Instructor in Anthropology

Stephen B. Robinson (1991)
BA, PhD, California (Santa Cruz)
Professor of Mathematics

Stéphane Robolin (2004)
BA, Tulane; MA, Duke
Visiting Instructor in English

Randall G. Rogan (1990)
BA, St. John Fisher College;
MS, PhD, Michigan State
Associate Professor of Communication

Marielba Rojas (2001)
BS, MS, Simón Bolívar University, Venezuela;
MA, PhD, Rice
Assistant Professor of Mathematics

Luis Roniger (2003)
Licenciate in Sociology,
Universidad Nacional de Buenos Aires;
MA, PhD, Hebrew University of Jerusalem
Reynolds Professor of Political Science
and Latin American Studies

Karen L. Roper (1999)
BA, Southwestern;
MA, PhD, University of Kentucky
Assistant Professor of Psychology

Leah Roy (2002)
BFA, University of Montana;
MFA, University of Wisconsin
Visiting Assistant Professor of Theatre

Susan Z. Rupp (1993)
BA, Grinnell; AM, Harvard;
MA, PhD, Stanford
Associate Professor of History

Akbar Salam (2003)
BS, PhD, University of London
Assistant Professor of Chemistry

Fred R. Salsbury Jr. (2002)
BS, University of Chicago;
PhD, University of California (Berkeley)
Assistant Professor of Physics

Dennis Sampson (2000)
BA, South Dakota State;
MFA, University of Iowa
Visiting Poet-in-Residence

María Teresa Sanhueza (1996)
BA, MA, Concepción (Chile);
PhD, Michigan (Ann Arbor)
Associate Professor of Romance Languages (Spanish)

Peter Santago (1989)
BS, Virginia Poly. Inst. and SU;
PhD, NC State
Adjunct Associate Professor of Physics

Maria Dolores Santamaria (2004)
MA, University of South Carolina
PhD, Universidad Autónoma de Madrid
Instructor in Romance Languages

James A. Schirillo (1996)
BA, Franklin & Marshall; PhD, Northeastern
Associate Professor of Psychology

Marianne A. Schubert (1977)
BA, Dayton; MA, PhD, Southern Illinois
Lecturer in Counseling (Part-time)

Katie Scott (1985)
BA Hons., London
Lecturer in Art History (London) (Department of Art, Part-time)

Richard D. Sears (1964)
BA, Clark; MA, PhD, Indiana
Adjunct Professor of Political Science (Spring 2005)

Catherine E. Seta (1987)
BA, MA, PhD, UNC-Greensboro
Associate Professor of Psychology

Brantly Bright Shapiro (1984)
Lecturer in Dance (Ballet, Part-time)

Kurt C. Shaw (1987)
BA, Missouri; MA, PhD, Kansas
Associate Professor of German and Russian

Lori A. Sheppard (2003)
BA, MA, Wake Forest; PhD, Michigan State
Visiting Assistant Professor of Psychology

Yaohua Shi (2002)
BA, Shanghai Foreign Languages Institute;
MA, Clark; PhD, Indiana
Assistant Professor of East Asian Languages and Cultures (Leave, Spring 2005)

Carol A. Shively (1990)
BA, Hiram; MA, PhD, California (Davis)
Professor of Psychology

Evelyn Shockley (2001)
BA, Northwestern;
JD, University of Michigan; MA, PhD, Duke
Assistant Professor of English
(Leave, Fall 2004)

Peter M. Siavelis (1996)
BA, Bradley; MA, PhD, Georgetown
Hultquist Junior Faculty Fellow and
Associate Professor of Political Science
(Leave, 2004-2005)

Diann Sichel (2003)
BFA, University of Utah;
MFA, University of Colorado
Assistant Professor of Theatre and Dance

Gale Sigal (1987)
BA, City College (New York);
MA, Fordham; PhD, CUNY (Graduate Center)
Professor of English
(Leave, 2004-2005)

Alycia K. Silman (2003)
BA, Westminster College; MA, Wake Forest;
PhD, UNC-Greensboro
Visiting Assistant Professor of Psychology

Miles R. Silman (1998)
BA, Missouri; PhD, Duke
Z. Smith Reynolds Foundation Fellow
and Associate Professor of Biology

Wayne L. Silver (1985)
BA, Pennsylvania; PhD, Florida State
Professor of Biology
(Leave, Fall 2004)

Jeanne M. Simonelli
BA, MA, PhD, University of Oklahoma;
MPH, Oklahoma University Health Sciences Center
Professor of Anthropology

Shona Simpson (1997)
BS, PhD, Duke
Adjunct Assistant Professor of English
(Spring 2005, Part-time)

Robert Simpson (1997)
Adjunct Instructor in Dance
(Social Dance, Part-time)

Michael L. Sinclair (1968)
BA, Wake Forest; AM, PhD, Stanford
Professor of History

Cyndi Skaar (2003)
BS, BA, University of Minnesota;
MBA, Wake Forest
Instructor in Business
(W. Calloway School of Business and Accountancy)

William W. Sloan Jr. (1994)
BA, Davidson; MA, Wake Forest;
PhD, Miami (Ohio)
Adjunct Assistant Professor of Psychology
(Part-time)

Earl Smith (1996)
BA, SUNY (Stony Brook);
MA, PhD, Connecticut
Rubin Professor of American Ethnic Studies
and Professor of Sociology

J. Howell Smith (1965)
BA, Baylor; MA, Tulane; PhD, Wisconsin
Professor of History

Kathy B. Smith (1981)
BA, Baldwin-Wallace; MA, PhD, Purdue
Professor of Political Science

Margaret Supplee Smith (1979)
BS, Missouri; MA, Case Western Reserve; PhD, Brown
Wake Forest Professor of Art

Teresa Smith (2004)
BS, MA, PhD, University of Florida
Adjunct Professor of Women's and Gender Studies
(Fall 2004)

William K. Smith (1998)
BS, MS, California State;
PhD, California (Los Angeles)
Charles H. Babcock Chair of Botany

Joseph Soares (2003) — Associate Professor of Sociology
BA, Rutgers; MA, PhD, Harvard

Cecilia H. Solano (1977) — Associate Professor of Psychology
BA, Harvard; MA, PhD, Johns Hopkins

Morten Solvik (2003) — Lecturer in Music
BA, Cornell; PhD, University of Pennsylvania — (Vienna)

Deborah Kim Muller Spencer (2002) — Adjunct Instructor in Dance
BPA, Oklahoma City; MEd, Central Oklahoma — (Jazz and Tap, Part-time)

Brian P. Steele (2004) — Assitant Professor of Military Science
BS, USMA (West Point)

Lisa Sternlieb (1997) — Associate Professor of English
BA, Vassar College; MA, New York; — (Leave, Spring 2005)
PhD, Princeton

Michelle D. Steward (2004) — Assistant Professor of Marketing
BA, MBA, University of West Florida;
PhD, Arizona State

Loraine Moses Stewart (1991) — Associate Professor of Education
BA, MA, North Carolina Central;
EdD, UNC-Greensboro

Eric R. Stone (1994) — Associate Professor of Psychology
BA, Delaware; MA, PhD, Michigan

David H. Stroupe (1990) — Instructor in Health and Exercise Science
BS, Wake Forest; MA, UNC-Chapel Hill

Michael Strysick (1999) — Adjunct Assistant Professor of English
BA, University of Minnesota; — (Spring 2005, Part-time)
MA, PhD, Binghamton

Elaine K. Swartzentruber (1999) — Assistant Professor of Religion
BA, University of Colorado;
MA, Chicago Theological Seminary; PhD, Emory

Robert L. Swofford (1993) — Professor of Chemistry
BS, Furman; PhD, California (Berkeley)

Brian Tague (1995) — Associate Professor of Biology
ScB, AB, Brown; PhD, California (San Diego)

Ian M. Taplin (1985) — Professor of Sociology
The College of Architecture, Oxford (England);
BA, York (England); MPhil, Leicester (England); PhD, Brown

Kendall B. Tarte (1996) — Assistant Professor of Romance Languages
BA, MA, PhD, Virginia — (French)

Paul Thacker (2003) — Assistant Professor of Anthropology
BS, Tulane; MA, PhD, Southern Methodist

Rebecca Thomas (1993) — Associate Professor of German
BA, MA, California (Los Angeles); PhD, Ohio State

Stan J. Thomas (1983) — Associate Professor of Computer Science
BS, Davidson; PhD, Vanderbilt

Clark Thompson (2001) — Visiting Assistant Professor of Philosophy
BA, JD, PhD, University of Virginia

Harry B. Titus Jr. (1981) — Professor of Art
BA, Wisconsin (Milwaukee); MFA, PhD, Princeton

Walter R. Todd Jr. (2003)
BA, Middle Tennessee State
Assistant Professor of Military Science

Todd C. Torgersen (1989)
BS, MS, Syracuse; PhD, Delaware
Associate Professor of Computer Science

Ralph B. Tower (1980)
BA, PhD, UNC-Chapel Hill;
MBA, Cornell
Wayne Calloway Professor of Taxation
(W. Calloway School of Business and Accountancy)

Chad Trevitte (2004)
BA, Wake Forest; MA, PhD, UNC-Chapel Hill
Visiting Assistant Professor of English

Matthew Troy (2004)
BM, UNC-Greensboro
Adjunct Assistant Professor of Music
(Fall 2004)

Maria-Encarna Moreno Turner (1999)
BA, MA, Brigham Young
Instructor in Romance Languages
(Spanish)

William H. Turkett Jr. (2004)
BS, College of Charleston;
PhD, University of South Carolina
Visiting Assistant Professor of Computer Science

Lukasz Turski (2004)
Abituriat Jan Zamoyski (Warsaw);
MSc, Warsaw University; PhD, Warsaw Technical
Visiting Professor of Physics
(Fall 2004)

Kamil Burak Üçer (2004 )
BSEE, Middle East Technical University, Ankaara, Turkey;
MSEE, Princeton; PhD, University of Rochester
Research Associate Professor of Physics

Robert W. Ulery Jr. (1971)
BA, MA, PhD, Yale
Professor of Classical Languages

Robert L. Utley Jr. (1978)
BA, Wake Forest; MA, PhD, Duke
Associate Professor of Humanities

Olga Valbuena (1996)
BA, Irvine; MA, PhD, SUNY (Buffalo)
Associate Professor of English

Laura J. Veach (1999)
BA, MEd, Wake Forest;
PhD, University of New Orleans
Assistant Professor of Counseling

Cynthia Villagomez (2000)
AB, San Diego; MA, PhD, UCLA
Assistant Professor of History
(Leave, Fall 2004)

Antonio Carlo Vitti (1986)
BA, MA, Wayne State;
PhD, Michigan
Professor of Romance Languages
(Italian)

Ana M. Wahl (2002)
BS, Creighton; MA, PhD, Indiana
Assistant Professor of Sociology

Scott Walker (2002)
BA, University of Miami; MA, PhD, UNC-Chapel Hill
Visiting Assistant Professor of English

Rodney W. Wallace (2003)
BS, North Carolina A&T;
MS, Central Michigan University
Assistant Professor of Military Science

Gregory Warrington (2003)
BA, Princeton; PhD, Harvard
Assistant Professor of Mathematics

Robert Waters (2004)
BA, UNC-Greensboro;
MM, PhD, University of Maryland
Adjunct Assistant Professor of Music

Eric K. Watts (1996)
BA, MA, Cincinnati; PhD, Northwestern
Associate Professor of Communication
(Leave, Spring 2005)

Sarah L. Watts (1987)
BA, Oklahoma College of Liberal Arts;
MA, PhD, Oklahoma
Professor of History

Julie H. Wayne (2003)
BS, Furman;
MS, PhD, University of Georgia (Athens)
Adjunct Assistant Professor
(W. Calloway School of Business and Accountancy)

Mary R. Wayne-Thomas (1980)
BFA, Pennsylvania State; MFA, Ohio State
Associate Professor of Theatre

Peter D. Weigl (1968)
BA, Williams; PhD, Duke
Professor of Biology
(Leave, Spring 2005)

David P. Weinstein (1989)
BA, Colorado College; MA, Connecticut;
PhD, Johns Hopkins
Associate Professor of Political Science

Mark E. Welker (1987)
BS, UNC-Chapel Hill; PhD, Florida State
Wake Forest Professor of Chemistry

Byron R. Wells (1981)
BA, MA, Georgia; PhD, Columbia
Professor of Romance Languages
(French) (Dijon, Fall)

Helga A. Welsh (1993)
MA, PhD, University of Munich
Associate Professor of Political Science

G. Page West III (1995)
BA, Hamilton; MBA, Dartmouth;
PhD, Colorado (Boulder)
Benson-Pruitt Associate Professor of Business
(W. Calloway School of Business and Accountancy)

Larry E. West (1969)
BA, Berea; PhD, Vanderbilt
Professor of German

Dorothy M. Westmoreland (2002)
BA, Wake Forest; MA, University of Cincinnati;
JD, Wake Forest
Adjunct Instructor in Classical Languages

Robert M. Whaples (1991)
BA, Maryland; PhD, Pennsylvania
Professor of Economics

M. Stanley Whitley (1990)
BA, Wake Forest; MA, PhD, Cornell
Professor of Romance Languages
(Spanish)

Jon Whitman (2004)
BA, Columbia; BPhil, Oxford; MA, PhD, Harvard
Visiting Hebrew University Scholar (English)
(Fall 2004)

Stephen L. Whittington (2002)
AB, University of Chicago;
MA, PhD, Penn State
Adjunct Associate Professor of Anthropology
and Director of the Museum of Anthropology

Krista Wiegand (2004)
BA, MA, American; ABD, Duke
Visiting Assistant Professor of Political Science

Ulrike Wiethaus (1991)
Colloquium at Kirchliche Hochschule
(Berlin, Germany); MA, PhD, Temple
Professor of Humanities
(Leave, 2004-2005)

Elisabeth d'Empaire Wilbert (1999)
BA, MA, UNC-Chapel Hill
Instructor in Romance Languages
(Spanish)

Jack E. Wilkerson Jr. (1989)
BS, Bob Jones; PhD, Texas
Professor of Accountancy
(W. Calloway School of Business and Accountancy)

Alan J. Williams (1974) — Professor of History
BA, Stanford; PhD, Yale

Richard T. Williams (1985) — Reynolds Professor of Physics
BS, Wake Forest; MA, PhD, Princeton

David C. Wilson (1984, 1987) — Instructor in Mathematics (Part-time)
BS, Wake Forest; MAT, Emory

Eric Wilson (1998) — Z. Smith Reynolds Faculty Fellow and Associate Professor of English
BA, Appalachian State; MA, Wake Forest;
PhD, The Graduate School and University Center, CUNY

James A. Wilson Jr. (2002) — Assistant Professor of History
BS, Texas (Austin); MPS, Cornell; MA, PhD, Princeton

Tracy Wilson (2003) — Instructor in Education
BA, Wake Forest; MA, Appalachian State

Yue-Ling Wong (2001) — Lecturer in Digital Media
BS, Hong Kong Baptist College;
PhD, University of Texas (Austin)

Frank B. Wood (1971) — Adjunct Professor of Psychology
BA, MA, Wake Forest;
MDiv, Southeastern Baptist Theo. Seminary; PhD, Duke

John H. Wood (1985) — Reynolds Professor of Economics
BS, Ohio; MA, Michigan State; PhD, Purdue

Pia Christina Wood (1999) — Associate Professor of Political Science
BA, College of William and Mary;
MIBS, University of South Carolina;
MA, University of New Mexico;
PhD, Graduate Institute for International Studies, Geneva, Switzerland

Sharon K. Woodard (1998) — Instructor in Health and Exercise Science
BS, Central Michigan; MS, Wake Forest

Jennifer Wooten (2001) — Instructor in Romance Languages (Spanish)
BA, Stetson University; MA, UNC-Chapel Hill

David Yamane (2005) — Assistant Professor of Sociology
BA, University of California (Berkeley)
MS, PhD, University of Wisconsin (Madison)

Itzá A. Zavala Garrett (2004) — Instructor in Romance Languages (Spanish)
Licenciada en letras Universidad Autónoma de Querétaro, Mexico;
MA, University of Westhern Michigan

Clifford W. Zeyl (1997) — Z. Smith Reynolds Foundation Fellow and Associate Professor of Biology
BSc, University of Guelph;
MSc, PhD, McGill

Margaret D. Zulick (1991) — Associate Professor of Communication
BM, Westminster Choir College;
MA, Earlham School of Religion;
MTS, Garrett-Evangelical Theological Seminary; PhD, Northwestern

DATES FOLLOWING NAMES INDICATE PERIOD OF SERVICE.

Charles M. Allen (1941-1989) — Professor Emeritus of Biology
BS, MS, Wake Forest; PhD, Duke

Ralph D. Amen (1962-1993) — Professor Emeritus of Biology
BA, MA, Northern Colorado;
MBS, PhD, Colorado

John William Angell (1955-1990) — Easley Professor Emeritus of Religion
BA, Wake Forest; STM, Andover Newton;
ThM, PhD, Southern Baptist Theo. Seminary

James P. Barefield (1963-2004) — Wake Forest Professor Emeritus of History
BA, MA, Rice; PhD, Johns Hopkins

Richard C. Barnett (1961-1994) — Professor Emeritus of History
BA, Wake Forest; MEd, PhD, UNC-Chapel Hill

Harold M. Barrow (1948-1977) — Professor Emeritus of Physical Education
BA, Westminster; MA, Missouri; PED, Indiana

John V. Baxley (1968-2004) — Wake Forest Professor Emeritus of Mathematics
BS, MS, Georgia Tech; PhD, Wisconsin

*Russell H. Brantley Jr. (1953-1987) — Director of Communication Emeritus
BA, Wake Forest

Robert W. Brehme (1959-1995) — Professor Emeritus of Physics
BS, Roanoke; MS, PhD, UNC-Chapel Hill

David G. Brown (1990-2003) — Provost Emeritus
AB, Denison; PhD, Princeton

George McLeod Bryan (1956-1987) — Professor Emeritus of Religion
BA, MA, Wake Forest; BD, PhD, Yale

Shasta M. Bryant (1966-1987) — Professor Emeritus of Romance Languages
BA, MA, PhD, UNC-Chapel Hill

Julian C. Burroughs Jr. (1958-1994) — Professor Emeritus of Speech Communication
BA, Wake Forest; MA, PhD, Michigan

John A. Carter Jr. (1961-1997) — Professor Emeritus of English
BA, Virginia; MA, PhD, Princeton

Dorothy Casey (1949-1988) — Associate Professor Emerita of Health and Sport Science
BS, UNC-Greensboro;
MA, UNC-Chapel Hill

David W. Catron (1963-1994) — Professor Emeritus of Psychology
BA, Furman; PhD, George Peabody

**Died February 13, 2005*

Leon P. Cook Jr. (1957-1993)
BS, Virginia Poly. Inst. & SU;
MS, Tennessee
Associate Professor Emeritus of Accounting
(W. Calloway School of Business and Accountancy)

Leon H. Corbett Jr. (1968-2002)
BA, JD, Wake Forest
Vice President and Counsel Emeritus

Nancy J. Cotton (1977-2002)
BA, Texas; MA, Wisconsin; PhD, Columbia
Professor Emerita of English

Cyclone Covey (1968-1988)
BA, PhD, Stanford
Professor Emeritus of History

* Marjorie Crisp (1947-1977)
BS, Appalachian; MA, George Peabody
Associate Professor Emerita
of Physical Education

Robert H. Dufort (1961-1999)
BA, PhD, Duke
Professor Emeritus of Psychology

John S. Dunkelberg (1983-2001)
BS, Clemson;
MBA, PhD, South Carolina
Kemper Professor Emeritus of Business
(W. Calloway School of Business and Accountancy)

John R. Earle (1963-2001)
BA, Wake Forest; MA, PhD, UNC-Chapel Hill
Professor Emeritus of Sociology

Eddie V. Easley (1984-1999)
BS, Virginia State;
MS, PhD, Iowa State
Professor Emeritus of Business
(W. Calloway School of Business and Accountancy)

Leo Ellison Jr. (1957-1999)
BS, MS, Northwestern State
Associate Professor Emeritus of Health
and Exercise Science

Thomas M. Elmore (1962-1996)
BA, Wake Forest;
MA, George Peabody; PhD, Ohio State
Professor Emeritus of Education

David K. Evans (1966-1998)
BS, Tulane; PhD, California (Berkeley)
Professor Emeritus of Anthropology

Jack D. Fleer (1964-2002)
BA, Oklahoma Baptist; MS, Florida State;
PhD, UNC-Chapel Hill
Professor Emeritus of Political Science

Doyle R. Fosso (1964-1995)
AB, PhD, Harvard; MA, Michigan
Professor Emeritus of English

**Ralph S. Fraser (1962-1988)
BA, Boston University; MA, Syracuse;
PhD, Illinois

Caroline Sandlin Fullerton (1969-1990)
BA, Rollins; MFA, Texas Christian
Lecturer Emerita in SCTA
(Theatre Arts)

Kathleen M. Glenn (1974-1998)
BA, MA, PhD, Stanford
Wake Forest Professor Emerita of Romance Languages

Balkrishna G. Gokhale (1960-1990)
BA, MA, PhD, Bombay
Professor Emeritus of History
and Asian Studies

Thomas F. Gossett (1967-1987)
BA, MA, Southern Methodist; PhD, Minnesota
Professor Emeritus of English

*Died February 13, 2005*
***Died October 19, 2004*

Paul M. Gross Jr. (1959-1987) — Professor Emeritus of Chemistry
BS, Duke; PhD, Brown

William H. Gulley (1966-1987) — Professor Emeritus of Sociology
BA, MA, PhD, UNC-Chapel Hill

Emmett Willard Hamrick (1952-1988) — Albritton Professor Emeritus of Religion
BA, UNC-Chapel Hill; PhD, Duke

Phillip J. Hamrick Jr. (1956-1995) — Professor Emeritus of Chemistry
BS, Morris Harvey; PhD, Duke

Carl V. Harris (1956-1989) — Professor Emeritus of Classical Languages
BA, Wake Forest; BD, STM, Yale; PhD, Duke

Lucille S. Harris (1957-1991) — Instructor Emerita in Music
BA, BM, Meredith

Elmer K. Hayashi (1973-2004) — Professor Emeritus of Mathematics
BA, California (Davis);
MS, San Diego State; PhD, Illinois

Roger A. Hegstrom (1969-2001) — Wake Forest Professor Emeritus of Chemistry
BA, St. Olaf; AM, PhD, Harvard

Robert M. Helm (1940-2002) — Worrell Professor Emeritus of Philosophy
BA, Wake Forest; MA, PhD, Duke

David A. Hills (1960-1996) — Professor Emeritus of Psychology
BA, Kansas; MA, PhD, Iowa

George M. Holzwarth (1983-2004) — Professor Emeritus of Physics
BA, Wesleyan; MS, PhD, Harvard

William L. Hottinger (1970-1996) — Professor Emeritus of Health and Exercise Science
BS, Slippery Rock; MS, PhD, Illinois

Delmer P. Hylton (1949-1991) — Professor Emeritus of Accounting
BS, MBA, Indiana — (W. Calloway School of Business and Accountancy)

Mordecai J. Jaffe (1980-1998) — Professor Emeritus of Biology
BS, City College (New York); PhD, Cornell

Patricia Adams Johansson (1969-1998) — Associate Dean of the College Emerita and Lecturer Emerita in English
BA, Winston-Salem State;
MA, Wake Forest

Harry L. King Jr. (1960-1981) — Professor Emeritus of Romance Languages
BA, Richmond;
MA, PhD, UNC-Chapel Hill

Lula M. Leake (1964-1997) — Associate Vice President for Academic Affairs Emerita
BS, Louisiana State;
MRE, Southern Baptist Theological Seminary

John H. Litcher (1973-2004) — Professor Emeritus of Education
BS, Winona State; MA, PhD, Minnesota

Robert W. Lovett (1962, 1968-2001) — Professor Emeritus of English
BA, Oglethorpe; MAT, PhD, Emory

James A. Martin Jr. (1983-2003) — University Professor Emeritus
BA, Wake Forest; MA, Duke; PhD, Columbia

Dolly A. McPherson (1974-2001) — Professor Emerita of English
BA, Southern; MA, Boston University; PhD, Iowa

Harry B. Miller (1947-1983) — Professor Emeritus of Chemistry
BS, PhD, UNC-Chapel Hill

Carlton T. Mitchell (1961-1991) — Professor Emeritus of Religion
BA, Wake Forest; BD, Yale;
STM, Union Theo. Seminary; PhD, New York

Carl C. Moses (1964-1991) — Professor Emeritus of Politics
AB, William and Mary; MA, PhD, UNC-Chapel Hill

Thomas E. Mullen (1957-2000) — Dean of the College Emeritus and Professor Emeritus of History
BA, Rollins; MA, PhD, Emory

John E. Parker Jr. (1950-1987) — Professor Emeritus of Education and Romance Languages
BA, Wake Forest; MA, PhD, Syracuse

Philip J. Perricone (1967-2003) — Professor Emeritus of Sociology
BS, MA, Florida; PhD, Kentucky

Margaret R. Perry (1947-1998) — Registrar Emerita
BS, South Carolina

*Percival Perry (1939, 1947-1987) — Professor Emeritus of History
BA, Wake Forest; MA, Rutgers; PhD, Duke

Elizabeth Phillips (1957-1989) — Professor Emerita of English
BA, UNC-Greensboro; MA, Iowa;
PhD, Pennsylvania

Lee Harris Potter (1965-1989) — Professor Emeritus of English
BA, MA, PhD, UNC-Chapel Hill

Herman J. Preseren (1953-1983) — Professor Emeritus of Education
BS, California State (Pennsylvania);
MA, Columbia; PhD, UNC-Chapel Hill

Gregory D. Pritchard (1968-1994) — Professor Emeritus of Philosophy
BA, Oklahoma Baptist; BD, Southern
Baptist Theo. Seminary; PhD, Columbia

Beulah L. Raynor (1946-1979) — Associate Professor Emerita of English
BA, East Carolina; MA, Wake Forest

J. Don Reeves (1967-1994) — Professor Emeritus of Education
BA, Mercer; BD, ThM, Southern Baptist
Theo. Seminary; EdD, Columbia

Leonard P. Roberge (1974-2002) — Professor Emeritus of Education
BA, New Hampshire; MA, Atlanta; EdD, Maine

Mary Frances Robinson (1952-1989) — Professor Emerita of Romance Languages
BA, Wilson; MA, PhD, Syracuse

Paul S. Robinson (1952-1977) — Professor Emeritus of Music
BA, Westminster; BM, Curtis;
MSM, DSM, Union Seminary

Eva M. Rodtwitt (1966-1997) — Lecturer Emerita in Romance Languages
Cand Philol, Oslo (Norway)

Wilmer D. Sanders (1954-1957, 1964-1992) — Professor Emeritus of German
BA, Muhlenberg; MA, PhD, Indiana

John W. Sawyer (1956-1988) — Professor Emeritus of Mathematics and Computer Science
BA, MA, Wake Forest; MA, PhD, Missouri

* *Died August 5, 2004*

Richard D. Sears (1964-2002) — Professor Emeritus of Political Science
BA, Clark; MA, PhD, Indiana

Ben M. Seelbinder (1959-1988) — Professor Emeritus of Mathematics
BA, Mississippi Delta State;
MA, PhD, UNC-Chapel Hill

Timothy F. Sellner (1970-2003) — Professor Emeritus of German
BA, PhD, Michigan; MA, Wayne State

Dudley Shapere (1984-2002) — Reynolds Professor Emeritus of Philosophy and History of Science
BA, MA, PhD, Harvard

Howard W. Shields (1958-2001) — Professor Emeritus of Physics
BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke

Robert N. Shorter (1958-1999) — Professor Emeritus of English
BA, Union; MA, PhD, Duke

*David L. Smiley (1950-1991) — Professor Emeritus of History
BA, MA, Baylor; PhD, Wisconsin

Blanche C. Speer (1972-1984) — Associate Professor Emerita of Linguistics
BA, Howard Payne; MA, PhD, Colorado

Henry Smith Stroupe (1937-1984) — Dean of the Graduate School Emeritus and Professor Emeritus of History
BS, MA, Wake Forest; PhD, Duke

Thomas C. Taylor (1971-2003) — Professor Emeritus of Accountancy (W. Calloway School of Business and Accountancy)
BS, MA, UNC-Chapel Hill;
PhD, Louisiana State

Harold C. Tedford (1965-1998) — Professor Emeritus of Theatre
BA, Ouachita; MA, Arkansas; PhD, Louisiana State

Stanton K. Tefft (1964-2000) — Professor Emeritus of Anthropology
BA, Michigan State; MS, Wisconsin;
PhD, Minnesota

Anne S. Tillett (1956-1986) — Professor Emerita of Romance Languages
BA, Carson-Newman; MA, Vanderbilt;
PhD, Northwestern

George W. Trautwein (1983-1996) — Director of Instrumental Ensembles Emeritus (Department of Music)
BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana

Marcellus E. Waddill (1962-1997) — Professor Emeritus of Mathematics
BA, Hampden-Sydney; MA, PhD, Pittsburgh

J. Van Wagstaff (1964-1992) — Professor Emeritus of Economics
BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia

David S. Weaver (1977-2002) — Professor Emeritus of Anthropology
BA, MA, Arizona; PhD, New Mexico

George P. Williams Jr. (1958-1999) — Professor Emeritus of Physics
BS, Richmond; MS, PhD, UNC-Chapel Hill

John G. Williard (1958-1994) — Vice President and Treasurer Emeritus
BS, UNC-Chapel Hill

* *Died December 27, 2004*

Edwin G. Wilson (1951-2002) — Provost Emeritus and Professor Emeritus of English
BA, Wake Forest; AM, PhD, Harvard

Donald H. Wolfe (1968-2000) — Professor Emeritus of Theatre
BS, MS, Southern Illinois; PhD, Cornell

J. Ned Woodall (1969-2003) — Professor Emeritus of Anthropology
BA, MA, Texas; PhD, Southern Methodist

Raymond L. Wyatt (1956-1992) — Professor Emeritus of Biology
BS, Wake Forest; MA, PhD, UNC-Chapel Hill

W. Buck Yearns Jr. (1945-1988) — Professor Emeritus of History
BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill

Richard L. Zuber (1962-2000) — Professor Emeritus of History
BS, Appalachian; MA, Emory; PhD, Duke

The committees listed represent those in effect during the academic year 2004-2005. Each committee selects its own chair except where the chair is designated. Dates noted are year of term expiration.

## *Executive Committees*

*The Committee on Academic Affairs*

*Non-voting.* Dean of student services, associate deans of the College, and one undergraduate student. *Voting.* Dean of the College; dean of the Wayne Calloway School of Business and Accountancy; 2007 Edward Allen, James Norris; 2006 Mary DeShazer, Mary Foskett; 2005 Anne Boyle, Carole Browne, and one undergraduate student.

*The Committee on Admissions*

*Non-voting.* Director of admissions, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 2007 David Faber, Kathy Kron; 2006 Bernadine Barnes, Eric Watts; 2005 Jacqueline Carrasco, Rick Matthews, and one undergraduate student.

*The Committee on Scholarships and Student Aid*

*Non-voting.* One undergraduate student. *Voting.* Dean of the College, director of financial aid, two members from the administrative staff of the Office of the Dean of the College; 2007 Clay Hipp, Teresa Radomski; 2006 Fredric Howard, Anthony Parent; 2005 David John, Brian Tague, and one undergraduate student.

*The Committee on Curriculum*

*Voting.* Provost, dean of the College, dean of the Wayne Calloway School of Business and Accountancy, registrar, and the chairs of each department of the College as follows: Division I. (Humanities) Education, History, Military Science, Philosophy, Religion. Division II. (Humanities and Literature) Classical Languages, English, German, Romance Languages, East Asian Languages and Cultures. Division III. (Humanities and Fine Arts) Art, Music, Theatre and Dance. Division IV. (Social and Behavioral Sciences) Anthropology, Communication, Economics, Political Science, Psychology, Sociology. Division V. (Natural Science, Mathematics, and Computer Science) Biology, Chemistry, Computer Science, Health and Exercise Science, Mathematics, Physics.

## *Advisory Committees*

*The Committee on Academic Planning*

*Non-voting.* Provost, dean of the Wayne Calloway School of Business and Accountancy, and one undergraduate student. *Voting.* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 2008 David Finn; 2007 Hugh Howards; 2006 Dilip Kondepudi, Byron Wells; 2005 Anthony Parent, Daniel Hammond, and one undergraduate student.

*The Committee on Athletics*

*Non-voting.* Director of athletics and one undergraduate student. *Voting.* Vice president for investments and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; one undergraduate student; and 2009 Carole Browne, Michael Lawlor; 2008 Ralph Kennedy, David Levy; 2007 Mary Friedman, Charles Kimball; 2006 Wayne Silver, Bruce King; 2005 Jill McMillan, Kathy Smith, and one undergraduate student.

*The Committee on Nominations*

*Voting.* 2007 Margaret Smith, Kline Harrison; 2006 Jane Albrecht, Michael Lawlor, Win-Chiat Lee; 2005 Olga Valbuena, Helga Welsh.

*The Committee on Library Planning*

*Non-voting.* Provost, dean of the Graduate School, one undergraduate student, and one graduate student. *Voting.* One faculty representative from each academic division of the College, dean of the College, one faculty representative from the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, one undergraduate student, and one graduate student.

*The Committee on Information Technology*

*Non-voting.* Provost, dean of the Graduate School, vice president for student life and instructional resources, vice president for finance and administration, and one undergraduate student. *Voting.* Dean of the College or the dean's designate, dean of the Wayne Calloway School of Business and Accountancy or the dean's designate, the director of the Z. Smith Reynolds Library, a representative from Information Systems, one undergraduate student, and six elected members of the undergraduate faculties, including at least one from each of the five academic divisions of the College.
2007 William Marcum, Stan Thomas; 2006 John Pickel, Terry Blumenthal; 2005 Ralph Kennedy, Kurt Shaw.

*The Committee on First-Year Seminars*

*Non-voting.* Dean of freshmen. *Voting.* Dean of the College, and 2007 Mary Friedman, Leah McCoy; 2006 Douglas Beets, Angela King; 2005 Sharon Andrews, Mary M. Dalton.

## *Special Committees*

*The Committee on Publications*

*Voting.* Dean of the College, vice president for investments and treasurer, director of creative services, three faculty advisers of the Old Gold and Black, The Student, and the Howler; and 2007 Scott Klein, Howell Smith; 2006 Teresa Radomski, Ian Taplin; 2005 Bill Kerr, Paul Juras.

*The Committee for Teacher Education*

*Voting.* Dean of the College, dean of the Graduate School, chair of the Department of Education; and 2007 Simone Caron, Gary Miller; 2006 Brian Gorelick, Paul Jones, Cynthia Villagomez; 2005 Gillian Overing.

*The Committee for the ROTC*

*Voting.* Dean of the College, ROTC coordinator, professor of military science; and 2007 Randall Rogan; 2006 Jack Rejeski; 2005 Charles Lewis.

*The Committee on Orientation and Lower Division Advising*

The dean of freshmen, the chair of Orientation and Lower Division Advising (who shall serve as chair) individuals designated by the vice president for student life and instructional resources to represent the division of student life, the president of student government or his or her designate, at least six members from the College and the Wayne Calloway School of Business and Accountancy faculties, to be invited by the chair in consultation with the Nominations Committee, to serve renewable four-year terms, and other persons from the administration and student body whom the chair shall invite to serve. A majority of the committee shall be composed of members of the College and the Wayne Calloway School of Business and Accountancy faculties. 2004-05 Chair, Perry Patterson.

*The Committee on Open Curriculum*

Dean of the College, the coordinator of the Open Curriculum Program and members of the faculty who are appointed as Open Curriculum advisers. 2004-05 Chair, Barry Maine.

*The Committee on the Teaching and Learning Center*

Six elected members of the faculty, one from each of the five academic divisions of the College and one from the Wayne Calloway School of Business and Accountancy; 2007 Patricia Cunningham, Angela King; 2006 Teresa Sanhueza, Jonathan Duchac; 2005 Stewart Carter, Batja Mesquita.

## *Joint Faculty/Administration Committees*

*The Joint Admissions Committee*

Dean of the College, director of admissions, provost, and three faculty members of the Committee on Admissions.

## *Other Committees on which the Faculty Enjoys Representation*

*The Committee on Capital Planning*

*Non-voting.* Provost, vice president for investments and treasurer, vice president for finance and administration, and one undergraduate student. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, one undergraduate student; and 2008 Charles Kennedy, Sarah Watts; 2007 Mary Wayne-Thomas; 2006 Thomas Goho, James Kuzmanovich; 2005 Allan Louden, Mary Pendergraft.

*The Judicial Council*

*Administration.* 2006 Kenneth A. Zick; 2005 William S. Hamilton, Toby Hale. *Faculty.* 2009, Simone Caron; 2008 James Curran; 2007 Clay Hipp, Richard Heard; 2006 Douglas Beets; 2005 John Llewellyn, Ellen Kirkman, and three undergraduate students.

*The Committee on Student Life*

Dean of the College or the dean's designate, dean of student services, a designated member of the administration; 2007 Helen Akinc; 2006 Richard Carmichael, Soledad Miguel-Prendes, and three undergraduate students.

*Members of the Honor and Ethics Council*

2007 Mary DeShazer, Michael Hyde, Deborah Newsome, Robert Utley; 2006 Susan Borwick, Donald Robin, Lisa Sternlieb; 2005 Sylvain Boko, John Dinan, James Norris, Alan Williams.

*Faculty Marshals*

Douglas Beets, Mary Foskett, Don Frey, Miaohua Jiang, John Llewellyn, Stephen Robinson.

*University Senate*

President, senior vice president, the deans of the several schools, the associate dean of the Wake Forest University School of Medicine, the director of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and six staff representatives from the School of Medicine and the College, and the following:

*Representatives of the College:* 2008 Andrew Ettin, Dilip Kondepudi, Jill McMillan; 2007 Katy Harriger, Harry Titus, David Weinstein; 2006 Robert Browne, Eric Carlson, Bob Evans; 2005 Charles H. Kennedy, Gloria Muday, Paul Ribisl.

*Representatives of the Wayne Calloway School of Business and Accountancy:* 2008 Dale Martin; 2007 Sheri Bridges, 2006 Yvonne Hinson.

*Representatives of the Graduate School:* 2008 Suzy Torti; 2006 Greg Shelness; 2005 Dale Dagenbach.

*Representatives of the School of Law:* 2008 Simone Rose; 2006 Tom Roberts; 2005 Alan Palmiter.

*Representatives of the Babcock Graduate School of Management:* 2008 Michelle Roehm; 2007 Jeff Smith; 2005 Scott Shafer.

*Representatives of the Wake Forest School of Medicine:* 2008 Nancy Jones; 2007 Amy McMichael, Joseph Tobin, Ronald Zagoria; 2006 Michael Olympio; 2005 Louis Argenta.

*Representatives of the Divinity School:* 2007 Neal Walls.

*Institutional Review Board*

Designated person from The Office of Research Programs and Partnership, Lori Messer; standing member, Anthony Marsh, Henny Wakefield; chair, Robert Evans, Steven Folmar, Angela Hattery Michael Hazen, Deborah Newsome, Annette Scippio (outside member), Cathy Seta.

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# *Notes*

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